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ABSTRACT

This practicum report describes a program to aid in reducing the incidence of disruptive behavior of students through the use of the Adlerian Theory of Psychology. The report contains a general definition of the problem, which was the reduction of the disruptive student behavior, and the objectives to be achieved from the program. There is a discussion of the genesis of the program and of a probable solution to the problem. The format of the program and a list of four specific problems related to disruptive behavior are then presented. Next, the practicum objectives are listed, followed by a listing and discussion of the performance objectives and evaluative instruments. A discussion of the implementation of the practicum precedes explanations of the various types of workshops presented. Next is an evaluation and a detailed discussion of the results. The report concludes with a description of the educational impact of the program at the local, state, and national levels, and an overall summary of the report. The appendixes contain samples of all instruments and communications used for the practicum. (RC)

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A PROGRAM TO REDUCE DISRUPTIVE BEHAVIOR IN A SCHOOL BASED UPON A PRACTICAL APPLICATION OF THE ADLERIAN THEORY OF PSYCHOLOGY

by Carl G. Crawford

Submitted in partial fulfillment of the requirements for the degree of Doctor of Education, Nova University

SP010057

West Palm Beach Cluster
Dr. John C. Thurber, Coordinator

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ABSTRACT

The purpose of this practicum was to conceptualize, develop, implement and evaluate a program to reduce disruptive behavior in a school, based upon a practical application of the Adlerian Theory of Psychology. The need for the program was demonstrated by the action of the school board, and the results of the responses of parents, teachers and students on county-wide administered questionnaires. The program was developed with the aid of representatives from the state, district and local school. The results of the implementation of the program were encouraging enough that plans are being made, at the local level, to implement the program in additional schools. Florida State Department personnel and school evaluation personnel of the Cleveland, Ohio schools have expressed interest in the program.

INTRODUCTION

Administrators, teachers, parents and students have expressed a concern over the lack of discipline in the public schools of Palm Beach County. The School Board has funded a number of programs and positions in an attempt to reduce the disruptive behavior of the students in the schools. The school superintendent's annual survey of administrators, teachers, and parents reveals that there is a belief that the disruptive behavior of a number of students is thwarting the educational process in the public schools.

This practicum report is an effort to present a program that will aid in reducing the incidence of disruptive behavior of students. The report deals with the following:

1. Definition of the problem and objectives to be achieved.
2. Discussion of the genesis of the program and probable solution to the problem.
3. The development of strategies and techniques for implementing the practicum.
4. The involvement of administrators, teachers, parents and students.
5. Implementation of the program and use of instruments relative to the program's implementation.
6. Evaluation and dissemination of the program.
7. Educational impact of the program and procedure for continuation of the program.

8. Implication for future study.

9. Appendices containing samples of all instruments and communications used for the practicum.

It is the desire that after having read the report, an interested administrator may be able to implement such a program into the school system or individual school.

The steps initiated in this practicum will aid the participating administrator in avoiding the pitfalls that may otherwise thwart his efforts.

A PROGRAM TO REDUCE DISRUPTIVE BEHAVIOR IN A SCHOOL BASED UPON A PRACTICAL APPLICATION OF THE ADLERIAN THEORY OF PSYCHOLOGY

* Carl G. Crawford

BACKGROUND INFORMATION

In the Palm Beach County Public Schools, the school board has given discipline a high priority. It has been prioritized as the number two concern of the school board. Their concern has proven to be justifiable, if one can rely on the results of three surveys.

The superintendent initiated, through the Program Planning and Evaluation Department, three types of surveys. One was designed for parents, another for teachers, and a third for students. All parents of students in the public schools, and students of the middle/junior and high schools received a questionnaire. The results of these surveys indicated that discipline was a major concern of the parents and teachers. The students indicated it was a concern to them but at the opposite end of the continuum. The students' survey indicated that discipline in the classroom and on campus was too strict, while the parents' and teachers' surveys reflected concern for the lack of discipline in the classroom and on campus. This trend has been reflected during the past two years that the surveys have been administered. The results of these surveys are public records.*2

* Principal of the Lantana Elementary Schools
750 students - Grades: Kindergarten-6

*2 School Board Information Office, 3323 Belvedere Road, West Palm Beach, Florida 33406

The school board has funded a number of programs in attempting to ease the discipline problems in the public schools. Special guidance counselors were placed in the middle/junior and senior high schools. Activity directors were hired and placed in the high schools to promote school spirit among the students. A special task force, composed of three black and two white individuals, was also created. Their responsibility was to intervene in areas of potential race problems, and during race rioting in the schools. The efforts of this team have resulted in a decrease in rioting in the schools, but the disruptive students in the classrooms still appear to place a great demand upon the time and energy of teachers and administrators. This task force, now known as the human relations team, is currently serving the schools. The economic conditions of the school system have forced the abandonment of the positions of the special counselors and the activity directors.

A number of programs have been initiated in both the elementary and high schools, in an attempt to change the students' behavior. Many of these programs have used as their base a form of behavioral modification advocated by B. F. Skinner.

Based on the results of the teacher survey, the solution of managing students who are disruptive to the learning process still remains one of the most pressing concerns of the school system. Teachers in Lantana Elementary, in a school-wide need assessment, placed discipline as their number one priority.

DEVELOPMENT OF PROBLEM

The problem faced by the Lantana School staff was twofold. The primary problem was the large number of disruptive students, (60 to 70), in a school population of seven hundred students in grades kindergarten-6th, whose behavior interfered with the total learning process in the classroom. The office records indicated that an average of four of these disruptive students were referred to the administration by the classroom teachers daily for disciplinary action. Those students who had been identified by the teachers as being disruptive exhibited at least four of the following:

(a) throwing objects around the classroom;

(b) deliberately running into other students;

(c) loud talking when it is inappropriate, and consequently interfering with learning activities;

(d) running in the classrooms and hallways;

(e) fighting;

(f) throwing food in the cafeteria;

(g) interrupting teachers and peers without regard to their rights or feelings;

(h) defying authority by being openly disobedient to members of the school staff;

(i) refusing to follow the school's policies or classroom rules;

(j) violent (verbal or physical) assault;

(k) stealing.

These behaviors were displayed by the disruptive students in all

areas of the school environment. Based on the teachers' records and disciplinary referrals to the administration, eighty percent of these disruptive behaviors occurred in the classroom. A daily record kept by the teachers indicated that over one-fourth of their instructional time per day was devoted to attempting to cope with disruptive students in the classroom.

The secondary problem was the attitude of parents, teachers, and students, which was manifested in a number of ways. The attitudes of both parents and teachers were illustrated in the responses to the following series of questions and statements in a county-wide survey initiated by the superintendent of schools.

The survey was administered to the parents and teachers of eighty-six schools in the system. The schools were ranked one to eighty-six, with one being the lowest position and eighty-six being the highest possible rank that a school could receive.

The following is the ranking of the Lantana Elementary School:

(a) What grade would you give your school and the general quality of education you are getting?

The parents ranked the school in the 33rd position and the teachers ranked the school in the 15th position.

(b) Most teachers really care about students and their needs.

In responding to this statement, the parents ranked the school in 46th position and the teachers ranked the school in the 41st position.

(c) The attitudes of most teachers tend to promote interest in learning.

The parents ranked the school in the 35th position while the teachers

ranked the school in the 32nd position.

(d) There is too much competition for grades.

Parents ranked the school 27th while teachers ranked the school in the 38th position.

(e) The school emphasis on scholarship and learning is about right.

Parents ranked the school in the 19th position and the teachers ranked the school in the 28th position.

(f) What do you think about behavior standards in this school?

On classroom behavior, the parents ranked the school in the 25th position while the teachers ranked the school in the 43rd position. On campus behavior, parents ranked the school in the 24th position and the teachers ranked the school in the 54th position. Students ranked the school as being much too strict.

(g) The rules are reasonably enforced.

Parents ranked the school in the 36th position and teachers ranked the school in the 49th position.

(h) The school has a pleasant, relaxed atmosphere.

Parents ranked the school in the 36th position, but teachers placed the school in the 26th position.

(i) Generally, parents are very helpful in my school.

Teachers ranked the school in the 30th position.

Another area in which the attitude of parents was revealed was in the number and nature of the telephone calls made to the school. In a normal day, the school received over 40 telephone calls from parents. Fifty percent of these calls were negative in context. In over ninety percent of these calls, the parents placed the school, or a staff

member, at fault regardless of the problem. In most cases, after the problem had been resolved, evidence indicated that the parents acted with insufficient facts to justify their position. The seriousness of the problem may be summed up by examining the last three elections, when the voters were asked to support a school bond issue. Although two hundred students assigned to the Lantana Elementary School were housed in substandard classrooms, the results show that only twenty percent of the voters served by Lantana Elementary supported the bond issue.

PROBABLE SOLUTION TO THE PROBLEM

In January of 1975, a team from Lantana Elementary School, consisting of the principal, guidance counselor, a teacher, and a parent attended a three day workshop in Fort Lauderdale, sponsored by the Florida State Department of Education. The purpose of the workshop was to orient the participants in consultation skills based on the Adlerian Theory of Psychology.

On returning to the county, a request was made by the principal to develop a pilot program in the Lantana Elementary School for the south area of the county school system, based on the tenets of the Adlerian Theory of Psychology. This request was granted by the area superintendent.

The south area was one of four districts that were created when the county public school system was decentralized. The south area consisted of twenty-seven schools--two middle, two junior, three high and twenty elementaries, with a student population of approximately thirty

thousand.

In arriving at a decision to request this challenge, the following conditions were observed:

(a) It appears that most of the approaches to changing the behavior of the students in the public schools of Palm Beach County have been cosmetic in nature.

(b) The approaches used appear to focus on the overt action of the students, as if the students were victims of organic or social deficiencies.

(c) Other approaches set up elaborate and complicated patterns of reinforcement calculated to produce socially acceptable behavior in the student.

The Adlerian Theory of Psychology, according to proponents Rudolph Dreikurs, Francie X. Walton, Don Dinkmeyer, and Robert L. Power, focuses on three facets of the student's social environment:

(a) Interaction of the child with members of his family and the child's position in the family constellation;

(b) Interaction of the child with his teachers;

(c) Interaction of the child with his peers.

The Adlerian Theory also appeared to provide the skills that school administrators, counselors, and teachers needed to work effectively with parents who do not understand the behavior of their children. The theory appeared to provide the skills that the school's guidance counselor needed to work with the classroom teachers.

It was believed that a program encompassing the Adlerian Theory

of Psychology, which focuses on the previously identified facets of the students' social interaction, would possibly achieve a decrease in the number of disruptive students in the classroom and on the campus.

There does not appear to be any shortage of studies made on the effectiveness of the application of the Adlerian Theory of Psychology. The largest problems researched have been maladaptive behavior in the school setting, such as behavior and school achievement related problems in the elementary and high schools.[1] There does not appear to be a shortage of studies where the counseling approach focuses on the three areas of social interaction of the student, simultaneously. A paper presented at the American Society of Adlerian Psychology National Convention, May 26, 1974, by Roy Kean and Dave Patterson, listed a number of research studies that focus on Adlerian counseling techniques involving teachers, parents and students.

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[1]Roy Kean and Dave Patterson, "Effects of Adlerian Counseling Research Evidence", a paper presented at the American Society of Adlerian Psychology National Convention, May 26, 1974, p. 3.

FORMAT OF THE PROGRAM AND REFINEMENT OF THE PROBLEM

The format of the program involves three distinct study groups, working at each of the three focal points of the disruptive students' social interaction, with a cooperative sharing of appropriate data of the three groups.

(a) The teacher study group

(b) The student study group or class discussion group

(c) The parent study group

The teacher study group's primary concern was to change the pattern of interaction of the student with the teacher in the school environment that may be contributing to the disruptive behavior of the student. The student study group or class discussion group's primary concern was to change the social interaction pattern of the disruptive student with peers in the classroom, under the guidance of the teacher. The parent study group's primary concern was to change the social pattern of interaction of the child in the home with members of the family that may be contributing to the child's disruptive behavior pattern in school.

The uniqueness of the approach of applying the Adlerian counseling techniques in this practicum was that the program not only focused on the three social interactions of the student, but also established the following conditions:

(a) The teacher of the disruptive student participate in a training program and become actively enrolled in a study group.

(b) The disruptive student participate in a classroom discussion or a study group.

(c) The parents of the disruptive student participate in a training program and become actively enrolled in a parent study group.

(d) That there is a continuous feedback and exchange of data among the three groups, ensuring an united effort to change the inappropriate behavior of the student.

The team's next step in planning was to identify the specific problems that the program would attempt to correct. The specific problems the team identified that the program must deal with were as follows:

(a) The sixty to seventy disruptive students who were interrupting the total learning process of the school;

(b) The parents who had disruptive students in school and blamed the school for the students' behavior;

(c) The teachers, who felt that parents of disruptive students either did not have the ability to carry out their recommendations in the home, or were unwilling to do so;

(d) The students, who felt that the school was too autocratic.

PRACTICUM OBJECTIVES

The next task the team directed its efforts toward was the practicum objectives that might achieve a solution to the problems. The practicum objectives developed were as follows:

(a) To develop appropriate techniques that the teacher may use in the classroom to decrease the disruptive behavior of the disruptive student;

(b) To aid parents in recognizing that certain patterns of behavior that exist in the home may be contributing to the disruptive behavior of the student in school;

(c) To aid parents in developing alternatives modifying existing behavior patterns in the home that may be contributing to the disruptive student's mistaken goals;

(d) To provide a format for students to participate in solving classroom problems.

It was during a faculty meeting, where concern for managing the disruptive students was being expressed, that the program to reduce disruptive behavior in a school, based upon a practical application of the Adlerian Theory of Psychology, was introduced. The staff was given an opportunity to participate in the program on a voluntary basis. The total instructional staff (28 teachers) volunteered to participate in the program.

PERFORMANCE OBJECTIVES

The team's next step was to develop performance objectives that would demonstrate the achieving of the practicum objectives. Concurrently with the developing of the performance objectives, the team selected instruments that would gather the data to demonstrate the achievement of the performance objectives. The following instruments were selected to gather data to demonstrate the achievement of the performance objectives:

(a) Flander Interaction Analysis as a Feedback System

(b) The Modified Matson and Matson "On task/off task Teacher Behavior"

(c) The Matson and Matson "On task/off task Student Behavior"

(d) Teacher questionnaire

(e) How do you rate yourself as a teacher?

(f) How do you see yourself as a teacher?

(g) Student questionnaire

(h) Attitude questionnaire (child development)

(i) Problem Analysis/Solution Grid I

(j) Problem Analysis/Solution Grid II

(k) Student questionnaire

(l) How do you rate yourself as a parent?

(m) How do you see yourself as a parent?

(n) Classroom Discussion Record

Following is an explanation of the data gathering instruments and performance objectives that would demonstrate the achieving of the practicum objectives:

1. Flander Analysis of Interaction (see Appendix A) was administered as a pre and post evaluation instrument. In this work by Flanders, et al., ten categories were identified that correspond to most of the activities which take place in a classroom. Teacher talk was classified into two areas: categories 1-4 were defined as indirect influence, categories 5-7 were defined as direct influence. Student talk was classified into two categories: category (8) teacher solicited, category (9) student initiated. Category (10) was

identified as silence or confusion.

To determine if a teacher was indirect or direct, a ratio depicting where the teacher was on an indirect-direct continuum was developed. If over half the teacher talk was in the indirect categories, the teacher was more indirect than direct. If over half was in the direct categories, the teacher was more direct than indirect. This I/D teacher profile was the work of N. Flanders and T. Amidon.[2]

In this practicum, baseline data on the teachers and students was collected. The total indirect influence (indirect teaching) of the teacher, as well as the time spent by the teacher accepting the students' ideas, were registered. Student initiated talk was also recorded for comparison.

The Flander Interaction Analysis was administered for a number of purposes:

(a) To determine if there was an increase in the indirect teaching of the teacher. Such an increase would indicate a positive change in the teacher's attitude toward the student.

(b) To determine if students exhibited an increase in self-initiated discussion.

This information was obtained by recording the data gathered by the instrument on a matrix (see Appendix B).

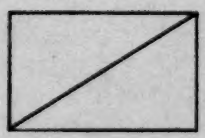
---

[2] Muriel Gerhard: Effective Teaching Strategies with the Behavioral Outcome Approach; West Nyack: Parker Publishing Company, Inc., 1971, p. 3.

Performance Objective 1

After having completed the training and participation in the program, the teacher will demonstrate a 5% increase in the indirect teaching. There will also be a 5% increase in the students' initiated talk, and a 2% increase in the accepting of the students' ideas, as indicated on a comparison of the pre- and post-interaction analysis.

2. The Matson and Matson "On task/off task Student Behavior" is an instrument used to record "on task/off task behavior of the student. It is concerned with two major behaviors: 1) on task, and 2) off task. However, the students' behavior can be appropriate or inappropriate only with reference to classroom rules and the alternative behavior pattern being implemented. To identify each type of behavior, a symbol is recorded on the Student Observation Sheet (see Appendix C). Following is an explanation of each category of the student behavior and the symbol used to record that behavior.

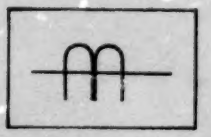
SYMBOL	BEHAVIOR
	On-task: This category includes verbal and motor behaviors (oral or motor response) following rules and appropriate to the learning situation, and includes being engaged in academic behavior when it is expected. On-task behavior is defined with reference to both the rules of the classroom and the recommended alternative behavior pattern. If the child is working on the appropriate academic activity and is obeying the rules of the classroom, his behavior is recorded as being on task. Be certain to know the rules of the classroom and the alternative behavior pattern. Some teachers permit the child to stand up and sit on the floor, or talk during certain activities, or even to leave their seats without permission.

SYMBOL

BEHAVIOR

Verbal Off-task: Any oral response that breaks the class rules and/or interrupts the learning situation. This category includes inappropriate talking, yelling, blurting out, whistling, humming, screaming, singing and laughing. The observer must hear the verbalization for it to be recorded. Simply seeing the child's lips move is not enough.

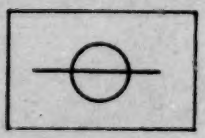
Motor Off-task: Any motor response (large motor or minor motor) that breaks the class rules and/or interrupts the learning situation. The following activities are considered inappropriate during most classroom periods.



Gross Motor: Getting out of seat, turning around at least 90°; running; turning cartwheels, etc.
Disturbing others: Hitting, kicking, pushing, pinching, slapping, striking another person with a pencil or some other object, grabbing another's property, destroying another's property, making disruptive noises with objects.

Minor Motor: These activities are only recorded when the child's attention is not directed toward his work. If the child is engaged in appropriate activities while he exhibits these small motor behaviors, then his behavior is recorded as being on task and mention is made of these motor activities in the comment section.

Examples: Thumbsucking, fingernail biting, fiddling with hair, finger twiddling, chewing on pencil or some other object, playing with academic materials when not appropriate.



Passive Off-task: Child is involved in no interaction or doing nothing when he is expected to be involved. Behaviors recorded in this category include daydreaming, staring into space, etc. The child must be engaged in no motor or verbal activity for this behavior to be recorded. It is important to remember that there are times when doing nothing is not inappropriate. For example: when an assignment is completed and nothing has been assigned and the child is awaiting instructions. However, this is very rare. Most teachers have activities for all children when one assignment is completed.

This instrument collected data to determine if the disruptive behavior of the student was decreasing. The instrument was used twice a week and the data recorded on a Student Observation Sheet for analysis. This data indicated whether the alternative pattern was successful with the disruptive student.

Performance Objective 2

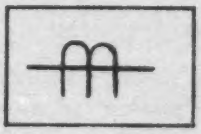
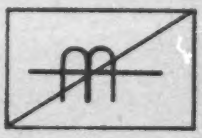
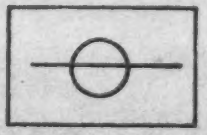
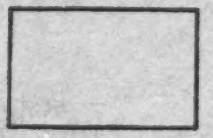
At the conclusion of the treatment period, the student will demonstrate a 25% increase in the amount of times he is on task on the post-observation, as compared to the number of times he was on task as recorded on the pre-observation.

The student's treatment period referred to in this practicum was that period of time that the teacher, or parent, began to focus upon the problem of identifying the mistaken goal of the student. It also included those activities involving the developing and implementing of alternative behavior patterns designed to change the student's mistaken beliefs about his need to belong.

The teacher or parent treatment period, referred to in this practicum, was the time period beginning with the first training workshop and participation in a study group. It also included implementing a student alternative behavior pattern.

3. The Modified Matson and Matson, Observation of Teacher Behavior, is an instrument used to record on task/off task. It is concerned with two major behaviors: 1) on task, or implementation of an alternative pattern of behavior; 2) off task, or not implementing an alternative behavior pattern. However, the teacher behavior can be appropriate or inappropriate only with reference to the

alternative behavior pattern recommended by the study group. To identify each of the teacher's behavior, a symbol is recorded on the Teacher Observation Sheet. Following is an explanation of each category of the teacher's behavior and the symbol used to record that behavior.

SYMBOL	BEHAVIOR
	On-task: This category includes verbal and motor behaviors involving the recommended alternative pattern when it is expected. On-task behavior is defined with reference to the alternative pattern designated by the study group. If the teacher is working on the alternative pattern that was recommended by the study group, his behavior is recorded as being on task. Be certain to know the suggested alternative pattern.
	Verbal Off-task: Any oral response that is contrary to the recommended alternative pattern is recorded in this category, which includes inappropriate talking, yelling, shouting, bawling out a student and laughing.
	Motor Off-task: Any motor response (large motor or minor motor) that breaks with the alternative pattern and/or interrupts the alternative pattern is included in this category.
	Gross Motor: Disengaging from an activity involving the alternative pattern to participate in another learning situation, involving students prior to bringing closure to the activity involving the alternative pattern.
	Minor Motor: These activities are only recorded when the teacher's attention is expected to be directed toward the alternative pattern but is not. Examples: grading papers, talking to another teacher, a student, or preparing for another learning activity.
	Passive Off-task: Teacher is involved in no interaction or doing nothing when he or she is expected to be involved in an alternative pattern.
	Organized Routine On-task: Teacher working with other groups or individual student in a normal, organized, routine manner.

This instrument was used to collect data on the Teacher Observation Sheet (see Appendix D), to determine if the classroom teacher was implementing the alternative behavior pattern developed in the teacher study groups.

Performance Objective 3

After having participated in the program, each teacher will demonstrate a 25% increase in the amount of time he is on task implementing the recommended alternative behavior pattern. This was determined by a comparison of the post-observation sheet with the pre-observation sheet.

4. The Problem Analysis/Solution Grid II (see Appendix E) is an instrument used to record the following data in the classroom, by the teachers:

   (a) Description of the disruptive students' behavior

   (b) The reaction of the teacher to the behavior

   (c) The reaction of the student to the teacher reaction

   (d) The identification of the student's mistaken goal

   (e) Possible solution to the problem that the teacher initiated

   The data gathered by this instrument was used for discussion in the teacher study groups, to determine if the teacher had an understanding of the Adlerian principles.

Performance Objective 4

After having participated in the training workshops, a teacher will have demonstrated an understanding of the Adlerian principles if 55% of

the teachers in the study group agree with the data gathered on the Problem Analysis/Solution Grid II on a student.

5. Data Sheet of Disruptive Behavior (see Appendix F) lists twelve behaviors that the staff selected to cover most disruptive behavior of the student. They are as follows:

   (a) throwing objects

   (b) running into others deliberately

   (c) running to get somewhere

   (d) loud talking

   (e) fighting with others

   (f) throwing food in the lunchroom

   (g) interrupting peers and teachers

   (h) refusing to follow policies

   (i) defying authority

   (j) violent (verbal and physical) assault

   (k) shouting

   (l) taking objects that belong to others

   This instrument was used by the teachers to collect data each day (covering a five day period) on the number of incidents of disruptive behavior the student exhibits. This data was used by the teacher in conjunction with the Problem Analysis/Solution Grid II to determine the mistaken goals of the students. It was also used in the teacher study groups in developing alternative patterns of behavior for the classroom teachers to use in the classroom. It was determined from the Data Sheet of Disruptive Behavior whether there was a decrease in the disruptive behavior of the student. A decrease would indicate

that the teacher had implemented the recommended alternative behavior pattern.

Performance Objective 5

After having completed the training workshops and having participated in a teacher study group, the teacher will have demonstrated the ability to successfully implement an alternative behavior pattern in the classroom. This will be indicated when there is a 25% decrease in the disruptive behavior of the disruptive student, as recorded on the Data Sheet of Disruptive Behavior before the treatment period as compared to the disruptive behavior recorded on the Sheet of Disruptive Behavior at the end of the treatment period.

6. Teacher Questionnaire (see Appendix G). Each item on the questionnaire was given a numerical weight factor. Each item was assigned a value range of 1 to 4. The Teacher Questionnaire collected data on the attitude of the teacher toward a disruptive student. A comparison of the results of the questionnaires administered pre and post of the treatment period, aided in determining if there had been a postive change in teacher attitude.

Performance Objective 6

The teacher will have demonstrated a positive change in attitude toward the student when there is a 10% increase in the number of positive responses on the questionnaire at the end of the treatment period, as compared to the questionnaire administered before the treatment period.

7. How do you rate yourself as a teacher? (See Appendix H) This instrument contained ten questions, each designed to solicit a feeling about one's self. Each of the ten questions offered the participant an opportunity to select one of three choices. The maximum score a teacher could achieve

was ten. This instrument was administered to the teacher before and after the treatment period. The data collected by this instrument aided in determining if the teacher had had a positive change toward herself.

Performance Objective 7

After having completed the training workshops and participated in a teacher study group, the teacher will demonstrate a positive change in attitude, if there is a 10% increase in the positive responses on the instrument at the end of the treatment period as compared to the positive responses on the instrument prior to the beginning of the treatment period.

8. How do you see yourself as a teacher? (See Appendix I)* This instrument was designed similar to a ladder with ten positions. Each position, or rung, was given a value of 1 through 10. The teacher was asked to select a rung on the ladder representing how she saw herself as a teacher. It was possible for a teacher to score herself as low as 1 or as high as 10. This instrument was administered to the teacher before and after the treatment period. The data collected by this instrument aided in determining if there had been a positive change in the attitude of the teacher.

Performance Objective 8

After having completed the training workshop and having participated in a teacher study group, the teacher will demonstrate a postive change in attitude if the post-results recorded by the instrument indicated at least one step improvement over the pre-results recorded by the instrument.

*The use of the How do you see yourself as a teacher? was predicated on the assumption that a crosscheck with the previous scale would give a more sensitive analysis of teacher attitude.

9. The Problem Analysis/Solution Grid I (see Appendix J). This instrument was used by the teacher to collect data during the teacher study group session. The data collected was used for two purposes:

   (a) to determine what mistaken goal a student was directing his efforts toward;

   (b) to determine if the teacher could identify the mistaken goal of a student being discussed in the study group session.

Performance Objective 9

After having completed the training workshops and having participated in a teacher study group, the teacher will have demonstrated the ability to identify the mistaken goal of a student if 55% of the members of the teacher study group are in agreement with the goal identified by the teacher as the mistaken goal of the student being discussed.

10. Student Questionnaire (see Appendix K). The instrument has a series of thirty-eight questions, with each question having a weight factor of 1 to 4. Thirty-eight is the lowest possible score that can be obtained and 152 is the highest. The developers of the Student Questionnaire establish 105 as being the mean score for the questionnaire. This questionnaire was administered to all identified disruptive students. The student questionnaire collected data on the attitude of the student toward himself. A comparison of the questionnaires administered before and after treatment aided in determining if there was a positive change in the student attitude toward himself.

Performance Objective 10

After having participated in the treatment program, a positive change

in attitude toward himself will be demonstrated if there is a 15% increase in the positive responses on the post-questionnaire as compared to the pre-treatment questionnaire.

11. Attitude Questionnaire (Child Development) (See Appendix L). This instrument contains twenty-one items. The participant has one of five choices to respond to on each item. Each choice has a weighted value factor. The best choice, based on the developers of the questionnaire, receives a value of plus two, and the least desirable response receives a minus two. The participant also has an opportunity to register an uncertain response, which was recorded as zero. It was possible for a parent to score as high as plus forty-two, or as low as minus forty-two. The instrument was administered pre and post to all parents who attended the training workshop for parents and participated in a parent study group. The data collected with this instrument aided in determining the change in attitude of the parents relative to their responsibility in the disciplining of their children.

Performance Objective 11

After having attended the training workshop and having participated in a parent study group, parents will have an awareness of their role in the development of both "good" and "bad" behavior patterns that their children are exhibiting in school. The parents will demonstrate this awareness by agreeing with 15% more of those statements on the post-attitude questionnaire than on the pre-questionnaire that indicated that parents are responsible for the behavior patterns their children exhibit.

12. How do you rate yourself as a parent? (See Appendix M)

13. How do you see yourself as a teacher? (See Appendix N)

These two instruments were administered to all parents before and after they participated in the program. The data collected aided in determining if there was a positive change in attitude toward themselves as parents. The change in the parents' attitude recorded on these two instruments was measured by the same standards set for teachers on two similar instruments, i.e., (a) How do you rate yourself as a teacher? and (b) How do you see yourself as a teacher?

14. The Problem Analysis/Solution Grid I. This instrument was also used by all parents during the parent study group session. The data collected was used to determine if a parent could identify the mistaken goal of a child being discussed in the study group session.

Performance Objective 14

After attending the training workshop and participating in a parent study group, the parent will demonstrate the ability to identify the mistaken goal of a child if 40% of the members of the parent study group are in agreement with the goal the parent has identified as the mistaken goal of the child being discussed.

15. The Problem Analysis/Solution Grid II. All parents used this instrument in the home to collect the same type of data on the child that the teacher collected in the classroom. The data gathered by this instrument was used for discussion in the parent study groups to determine if the parents had an understanding of the Adlerian principles.

Performance Objective 15

After attending the training workshop and participating in the parent study sessions, a parent will have demonstrated an understanding of the

Adlerian principles if 40% of the parents in the study group agree with the data gathered on a child, using the Problem Analysis/Solution Grid II.

16. Classroom Discussion Record (see Appendix O). This instrument was used by the teacher to collect data for two purposes:

    (a) to record the major elements of the classroom discussion;

    (b) to be used in the teacher study group to emphasize the techniques of classroom discussion and group dynamics.

Performance Objective 16

After attending the training workshops and viewing the training film on classroom discussion, the teacher will demonstrate the ability to lead a classroom discussion. This will be indicated when 40% of the teachers in the study group concur with the teachers' techniques and solution recorded on the Classroom Discussion Record

Performance Objective 17

This objective states that the records in the principal's office reflect a 25% reduction in the number of disruptive students being referred to the principal for disciplinary action at the end of the treatment period, as compared to the number being referred prior to the treatment period.

It was the consensus of the team that the following performance objectives must be achieved for the practicum to be considered effective:

1, 4, 5, 7, 9, 11, 14, 15, 16 and 17.

The task of using data gathering instruments involving classroom observation was very time consuming. Therefore, due to the limited manpower resources available, the following data gathering instruments that require classroom observation were used to gather data only on twelve disruptive students, selected by a random sampling technique and their teachers. The three instruments that required classroom observation were as follows:

(a) Matson and Matson, "On Task/Off Task Student Behavior"

(b) The Modified Matson and Matson, "On Task/Off Task Teacher Behavior"

(c) Flander's "Interaction Analysis as a Feedback System.

All other data gathering instruments relative to the teacher were administered to all teachers in the school. All other data gathering instruments relative to the disruptive student were administered to all identified disruptive students in the school.

Although all teachers and identified disruptive students in the school participated in the treatment, the rationale for focusing on only twelve disruptive students and their teachers, with classroom observations, was as follows:

(a) The classroom observation obtained evidence of the teacher reaction and interaction with the student as the teacher implemented the alternative pattern of behavior.

(b) The classroom observation using the Flander's Interaction Analysis as a Feedback System, provided observable and recordable interaction between students and teacher during class discussion.

The other data gathering instruments were used in a comparative manner to record the outcome of the practicum, with the exception of the Problem Analysis/Solution Grid I, II, and the Classroom Discussion Record. These three instruments gathered information for use in the study groups, and the practicum outcome.

IMPLEMENTATION OF PRACTICUM

The thrust of the practicum was on reducing the disruptive behavior of students in the school. Therefore, based upon Dr. Walton's statement, teachers must avoid speculation as to the supposed cause of behavior, and focus, instead, on the goal.[3] It was the consensus of the staff that their efforts would focus on the purpose and goal of the student's behavior. Walton states that a purpose that is understood is a purpose that can be reconsidered and changed.[4] Dreikurs also states that all human behavior has a purpose. He states, as we see it, all human behavior is a movement toward a goal. Sometimes we know what the purpose of the act is; sometimes we don't. The same is true for our children. He further states we can only induce the child to behave differently by changing his motivation. Sometimes we can discover the purpose of a child's behavior by examining the results he obtains.[5]

To achieve the goal of reducing the number of disruptive students in school, three sets of conditions must be established:

1. All teachers in the school must be active in a teacher study

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[3]Francis X. Walton and Robert L. Power: Winning Children Over; Chicago: Practical Psychology Associates, 1974, p. 13.

[4]Ibid., p. 13.

[5]Rudolf Dreikurs: Children: The Challenge; New York: Hawthorn Books, Inc., 1964, pp. 12-13.

group.

2. All teachers in the school must hold classroom discussion meetings and use the class to help the disruptive students to become aware of their mistaken goals.
3. Parents who had disruptive students in school must join and participate in a parent study group.

There were three major problems that had to be resolved before the conditions could exist.

1. How can the school give the instructional staff the training necessary to understand and apply the principles of the Adlerian Theory of Psychology?
2. How can the school train group leaders to conduct the study groups once they are formed?
3. How can the school give all parents of the school's community the orientation needed in the principles of the Adlerian Theory of Psychology?

The first step in achieving a solution to these three major problems was to hold two workshop sessions for the team that attended the workshop in Fort Lauderdale. These sessions were three hours in length and devoted to the study of the principles of the Adlerian Theory of Psychology. Dr. Piroli, Area Director of Pupil Services, conducted the two workshop sessions. Dr. Piroli had attended the workshop in Fort Lauderdale, with the team from the Lantana Elementary School, and had also taught the Adlerian Theory of Psychology at the university level. During the two workshops, tapes, books, pamphlets and other materials by numerous authors on the Adlerian

Theory of Psychology were studied and discussed. A section of the second workshop was used to outline the plans for the training workshops for the teachers and parents.

Six workshops of three hours in length were held for teachers so they would have sufficient time to study the Adlerian Theory of Psychology, and become comfortable with this approach. Dreikurs points out that there are four recognized "mistaken goals" that a child who wants desperately to belong can pursue. He further states that it is essential to understand these mistaken goals if we hope to redirect the child into a constructive approach to social integration.[6]

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[6] Ibid., p. 58.

WORKSHOPS

Workshop I

Prior to the first workshop, all pre-tests were administered to the instructional staff. The first workshop for the teachers was a presentation consisting of the essential principles of the Adlerian Theory of Psychology, as outlined by Walton.

1. The four common goals of misbehavior are:
   a. Attention: "I am not outstanding, but at least I will not be overlooked if I can obtain special attention, fuss, or service."
   b. Power: "I may not be a winner, but at least I can show people that they cannot defeat me, or stop me from doing what I want, or make me do what they want."
   c. Revenge: "People do not care for me, but at least I can do things to strike back when I am hurt."
   d. Inadequacy: "I will not be able to measure up but at least if I do nothing, people may let me along."
2. Learn to recognize the specific goal of misbehavior by attending to several different kinds of clues. The clues involve looking at the child's typical behavior, at his response to correction, as well as the teacher's own personal reaction to the misbehavior.
   A. Clues through the child's behavior
      (a) Attention: noisy, restless, show-off, undue pleasing, talks out, clowns;
      (b) Power: aggressive, defies authority, insolent, refuses to do work, lies, uses temper, pouts, tries to be boss;

(c) Revenge: violent, brutal, sullen, verbally and/or physically hurtful of peers or adults;

(d) Inadequacy: does nothing; will not try; if attempts something, gives up easily; isolates self from others; meek; typically not recognized as a discipline problem.

B. Clues through the child's response to correction

(a) Attention: child stops - for a short time;

(b) Power: misbehavior continues, and may even become worse when corrected;

(c) Revenge: child switches to even more violent attacks when corrected; seeks to retaliate

(d) Inadequacy: no response when corrected.

C. Clues through the teacher's own personal reaction

(a) Attention: teacher feels annoyed; tends to think of the child as a pest or nuisance, or at least as taking up too much time.

(b) Power: teacher feels defeated, frustrated, angry. May feel his leadership is threatened.

(c) Revenge: teacher feels hurt. May regard the child as mean or nasty.

(d) Inadequacy: teacher may think of the child as a dreamer or stupid.

3. A child will not change unless he judges that his behavior is contributing to his difficulties. Children are scarcely ever aware of the purpose of their misbehavior.

A. If teachers are aware of the four common goals of misbehavior

and are able to recognize behavior directed toward a particular goal, the teacher may make use of the following practices:

(a) help the child understand the goal of his misbehavior;

(b) stop making the misbehavior worthwhile to the child;

(c) look for ways to encourage the child in more appropriate behavior;

(d) use the class as a group to win children over to friendly and cooperative participation.

4. A child can learn to recognize his goal of misbehavior

A. Teachers and parents should learn to follow a sequential order of questions in aiding the child to recognize the goal of misbehavior.

(a) Ask the question, "Mary, do you know why you (name the specific misbehavior) in class?

(b) Next, ask for permission to tell her what you think.

(c) Next, start with the attention goal and ask such questions as, "Could it be that you think I won't notice you?" The teacher should proceed to power goal, revenge goal, inadequacy goals, using questions that are directly related to the four common goals of misbehavior. (Normally, when you are on the right track, the teacher will be able to observe a recognition reflex on the child's face.) A word of caution would be given at this point to a teacher. First, do not label or accuse the child. Second, any exchange between teacher and child,

> in which the mistaken goal is identified, must always be followed by a discussion of what the teacher and the child can do together to work out a way of changing the disturbing behavior. Third, if the teacher truly expects to win cooperation, he must remember that this discussion with the child must never take the form of a lecture to the child. It should be friendly and cooperative in manner and substance. The teacher should express the confidence that together they can work things out.[7]

The basic concept of these principles, as presented by Walton, was portrayed by a pictorial method, using an overhead projector and transparencies. The three facets of the students' social environment were illustrated by pictorial transparencies (see Appendix P). These transparencies were used to illustrate clues of the physical reaction of the student that indicated his mistaken goal, personal clues that emanated from the teacher or parent interaction with the student, and clues to the student reaction to correction (see Appendix Q). There were also transparencies containing the written essential principles of the Adlerian Theory of Psychology. These were used to illustrate the goal-directed nature of misbehavior. The students' mistaken goals are summarized in Exhibit I.

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[7] Op. cit., pp. 8-10.

EXHIBIT I

THE GOAL DIRECTED NATURE OF MISBEHAVIOR *

CHILD'S FAULTY BELIEF	CHILD'S GOAL	PARENT'S FEELING AND REACTION	CHILD'S RESPONSE TO ATTEMPTS TO CORRECT HIM	POSSIBLE METHODS OF ATTAINING GOAL: ACTIVE		PASSIVE		ALTERNATIVES FOR PARENTS
				PSEUDO CONSTRUCTIVE**	DESTRUCTIVE	PSEUDO CONSTRUCTIVE**	DESTRUCTIVE	
I belong only when I am being noticed or served.	GOAL I Attention	Annoyed, tendency to remind and coax.	Temporarily stops misbehavior. Resumes same behavior at later time or disturbs in another way.	Success, cute remarks, seeks praise and recognition, over ambitious, impression of excellence (may seem ideal child but goal is self elevation, not social interest)	Nuisance, show off, clown, the brat, minor mischief, walking question mark (questions not for information, but for attention), self indulgence.	Charm, model child, clever sayings, little initiative, exaggerated. conscientiousness, a delight to adults.	Lazy, inept, helpless, untidy, fearful, bashful, anxiety frivolity performance & reading difficulties.	Ignore when appropriate, give attention when child is not making a bid for it, avoid undue service, realize that punishing, rewarding, coaxing, and giving service are giving attention. Unexpected response.
I belong only when I am in control or the boss.	GOAL II Power	Angry; provokes feeling that one's authority is threatened, parent is hooked into either fighting or giving in.	Misbehavior is intensified, "defiant compliance."	Children are usually unaware of positive uses of Power.	Rebel, argues & contradicts, openly disobedient, refuses to do work, defies authority, continues forbidden acts, aggressive	Children are usually unaware of positive uses of power.	Stubborn, extreme laziness, disobedience, forgetting.	Withdraw from conflict, appeal for child's help, enlist his cooperation, realize that fighting only increases his desire for power.
I belong only by hurting others as I feel hurt. I cannot be loved.	GOAL III Revenge	Deeply hurt, want to retaliate and get even.	Seeks further revenge by intensifying misbehavior or choosing another weapon.		Vicious, violent brutal, steals (leader of juvenile delinquent gangs).		Violent, sullen, defiant.	Aviod being hurt, avoid punishment and retaliation, build your relationship, convince him that he is loved.
I am no good, unable, helpless, I belong only by getting others to not expect anything from me.	GOAL IV Inadequacy	Despair, want to give up, becomes convinced that child is truly unable.	All efforts useless, passively responds or fails to respond to whatever is done but no improvement.		No active behavior as child has given up***		Hopeless, stupidity, inaptitude, pseudo feeble-minded, inferiority complex	Eliminate all criticism, encourage and recognize any attempt no matter how small, focus on assets, above all don't be hooked into pity and don't give up.

* Don Kinkmeyer and Gary D. McKay. Handout given at Palm Beach Junior College State Counselors Association meeting, October 9, 1975.

Workshop II

The second workshop for the teachers was devoted to the discussion of the essential principles of the Adlerian Theory of Psychology, with teachers sharing experiences illustrating a focal point where a principle may be applied. The data gathering instruments were also discussed and their uses demonstrated. There were activities in which teachers participated in applying the instruments and interpreting the results. There was a discussion of natural and logical consequences, definitions of the terms, and examples of the applications of natural and logical consequences. Edith A. Dewey's guidelines for applying the natural and logical consequence are summarized in Exhibit II, page 36.

Workshop III and IV

The third and fourth workshops were combined into an all day workshop, in which the teachers dealt with the function of a study group. The proper function of the study group was important to the implementation of the Adlerian Theory of Psychology in the classroom. Both teacher and parent groups must understand its function. To understand the function of the study group, it was necessary to examine, with the teachers and parents, the organizational structure and the procedure that was used to process a problem.

The physical organization of the study group consisted of eight to twelve members and a group leader. The group leader may be selected by the group or be preassigned. The actions of the group were based on a democratic concept. The ground rules for operating the study group were established by consensus of the group.

EXHIBIT II

NATURAL AND LOGICAL CONSEQUENCES

Natural consequences are based on the natural flow of events.

Logical consequences are structured but must be experienced by the child as logical in nature.

Natural consequences are always effective.

Logical consequences may "backfire" and should not be used in a power struggle.

There is not always a natural consequence or a logical consequence for every situation. However, when adults tend to think in these terms their own creativity will increase and appropriate means may more often be found.

Ask yourself "What would happen if I didn't interfere?"

We want to convey to the child that he has it in his power to take care of his problem, not that he must do what we decide.

We should not assume responsibilities for children nor should we take the consequences of their actions.

We have no right to impose our wills on children.
We have an obligation not to give in to children's undue demands.

We have no right, in a democratic society, to punish.
We have an obligation to guide. Democracy requires leadership.

We can no longer force proper behaviour.
We may stimulate proper behaviour.

In applying logical consequences, do not remind, threaten, coax, talk too much.

If logical consequences are used as a threat or "imposed" in anger, they become punishment.

Avoid using logical consequences as disguised punishment.
Avoid giving the choice of punishments after misbehaviour.

The use of consequences are most effective for goal 1 (attention-getting).
In goal 2 (power struggle) logical consequences often become punishment.
In goal 2, only natural consequences should be used and the adult remain uninvolved with their administration.
In goal 3 (revenge-seeking) logical consequences are perceived by the child as not being the results of his acts but rather of revenge and retaliation. Natural consequences may be used if the adult is not involved.

Social order establishes the rules of living which all humans must follow to function effectively within a given society.
Use time as an ally to teach the child social rules and to deal with dawdling, tardiness, unfinished work, etc.

Remember that recognition may be a stronger motive than the child's desire to conform. Avoid making the child "something special" but help him to become integrated into the group.

LOGICAL CONSEQUENCES	PUNISHMENT
A learning process.	A judicial proceeding.
Adult plays the role of an educator.	Adult plays the role of policeman, judge and jailer.
Adult is understanding, sympathetic.	Adult is usually angry.
Adult is interested in the situation and its outcome.	Adult is interested in retaliation.
Adult tries to be objective, with little emotional involvement.	Adult often is subjective, with considerable emotional involvement.
Expresses the reality of the social order, not of the person.	Expresses the power of a personal authority.
Are intrinsically related to misbehaviour.	Has an arbitrary connection to misbehaviour and its consequences.
No element of moral judgment.	Inevitably involves some moral judgment.
Concerned with what will happen now.	Concerned with the past.
The child has a choice of his behaviour and the results.	No choice for the child.
Respects the child.	Belittles or demeans the child.
Distinguishes between the <u>deed</u> and the <u>doer</u>.	Denotes sin.
Child is accepted, although his behaviour is not.	Implies that the child has no value.
"Firm but fair."	Often "unfair".
Voice is calm and friendly.	Voice is loud and angry.
Appropriate in a democratic setting.	Belongs only in an autocratic setting.

STUDY GROUP PROBLEM SOLVING PROCEDURE

Step One

Teacher X, a member of the study group, presented a problem concerning a disruptive student, using the Problem, Analysis and Correction Guide. (See Exhibit III, page 38)

Step Two

The Data Sheet of Disruptive Behavior on the student was analyzed by the study group.

Step Three

Teacher X's Problem Analysis/Solution Grid II was analyzed as it related to the information on the Data Sheet of Disruptive Behavior.

Step Four

If the study group agreed that the information on these two forms was similar and that Teacher X had correctly identified the student's mistaken goal, the group then moved to step five. If the group did not agree with Teacher X, there was a reassessment of all the information available to the group, and in the final analysis, the study group made the determination as to the mistaken goal of the student.

Step Five

Teacher X reviewed, with the study group, what action she had taken to solve the problem and the results of her efforts.

Step Six

The group, following the established ground rules, discusses as many aspects of the problem as time permitted. During this time, additional information on the student was requested, if necessary.

EXHIBIT III

THE PROBLEM-ANALYSIS AND CORRECTION GUIDE

Guide	Comments
1. The incident	Describe exactly what the child did. You may wish to include the time and the place.
2. My action	Describe your feelings and exactly what you said and/or did.
3. My child's reaction	Describe exactly how the child responded to what you did -- facial expressions, words, actions.
4. My child's goal	Make a guess based on your feelings and his reaction to your attempts to correct him,
5. What principles did I fail to consider?	If you have trouble here, see the list of principles and the "Troubleshooting Guide".
6. My plan for redirecting his goal a. discouraging the unacceptable misbehavior b. encouraging acceptable behavior	Describe exactly what you plan to do to correct the misbehavior. Refer to sections on communication, encouragement, consequences, and the family meeting.
7. Results (after at least one week)	Describe exactly what happened as a result of your plan. If not satisfactory, analyze (see "Troubleshooting Guide") and try again.

Step Seven

The group reached a consensus on the alternative behavior pattern for the student that Teacher X would implement in the classroom.

Step Eight

Step eight was a follow up step. Teacher X would report back to the group at the following meeting, as to the success of the implementation of the alternative pattern for the student.

This report will be substantiated by the data on the Data Sheet of Disruptive Behavior and the Problem Analysis/Solution Grid I and II. If failure was registered at step eight, two procedures would be open as follows:

(a) The group may recommend another alternative pattern to Teacher X;

(b) The group leader may employ the Troubleshooting Guide. (See Exhibit IV, page 40.)

Following an explanation of the study group and its function, a teacher study group was formed. A demonstration was given on how the data gathering instruments should be used. The data gathered on the Problem Analysis/Solution Grid I and Grid II, in identifying the students' mistaken goals, was used by the group in considering a possible alternative for changing the student's behavior pattern.

To aid the study group leader and group participants in staying on task, the Problem Analysis and Correction Guide was used. Provision must always be made to deal effectively with a situation when a study group fails. The Troubleshooting Guide was demonstrated as a means of

EXHIBIT IV

THE TROUBLESHOOTING GUIDE

Occasionally you may try a method specifically illustrated in this book and experience failure. When such failure occurs, carefully analyze the situation.

First, write down exactly what you did and how the child responded. Second, use the following checklist to guide your investigation. When you determine the source(s) of the difficulty, reread the section(s) describing the principle involved. Be sure to read the reference(s) completely as you may have misunderstood more than one aspect of the principle or principles.

GENERAL PRINCIPLES

Did I talk too much?
Did I "shout with my mouth shut"?
Did I choose the appropriate approach?
Did I assume ownership of the child's problem (either during a listening session or with a problem where the consequences would occur outside the parent-child relationship?)
Did I neglect to encourage positive behavior?
Did I spend some friendly time with my child?
Did my tone of voice imply respect for the child?
Was I consistent?
Did I remain firm as well as kind?

FOR PROBLEMS INVOLVING THE USE OF COMMUNICATION SKILLS

Did I truly listen or was I just saying words?
Did I misuse reflective listening through trying to manipulate or criticize?
Did I enter problem-solving with preconceived solutions?
Did I try to manipulate during the problem-solving sessions?
Did I take enough time to listen, explore alternatives, or problem-solve

FOR PROBLEMS INVOLVING CONSEQUENCES

Was my logical consequence truly logical and related to the misbehavior?
Did I use the correct timing?
Did I try to control with consequences? Did I truly allow the child to choose and accept his choice?
Did I use a logical consequence in a situation where a natural consequence was more appropriate?

FOR PROBLEMS INVOLVING THE FAMILY MEETING

Did I violate agreements made in family meetings?
Did I violate any principles or procedures of the family meeting?
Although experience indicates many typical problem areas in a parent-child relation, it is impossible to anticipate every problem a parent may encounter. Therefore, we have developed a guide which can be used when a problem is experienced which is not covered in this book.

analyzing the process of the study group to determine possible cause, or causes for the failure. The tapes of the workshop held in Fort Lauderdale were played and discussed. These tapes were made available to the staff to be studied at their convenience.

At the conclusion of the all-day workshop, teachers were organized into study groups and leaders selected on a volunteer basis from the participants who attended the workshop held in Fort Lauderdale. There were four study groups of teachers formed. The composition of each teacher study group reflected all grade levels, when possible. The study groups held meetings on a weekly basis for twelve weeks, devoting approximately three hours to each meeting. The subsequent study group meetings were devoted to processing problems and strengthening teachers' skills in implementing the principles of the Adlerian Theory of Psychology in the classroom.

Workshop V

The fifth workshop was conducted jointly by Donald Wenberg, the school guidance counselor, and Dr. Orlando Piroli, Area Director of Pupil Services. The workshop was devoted to methods of involving the class in helping students to become aware of mistaken goals, and uniting the class with the teacher through group discussion. The interaction of the disruptive student and other students in the class is most important, and the teacher must learn to modify this interaction. This facet of the disruptive student's social interaction involves establishing peer group values. Simon, Howe and Kerschenbaum have pointed out that everything we do, every decision we make, and every course of action we take

is based on our consciously, or unconsciously, held beliefs, attitudes and values.[8] Dinkmeyer and Dreikurs point out that the child will often be restrained or moved by a concern for his position in a group. He is frequently willing to take directions from his peers that he would not accept as readily from adults. This group pressure, then, exists within childhood society. The effective educator will attempt to mobilize group pressure to serve generally acceptable purposes.[9]

The guidance counselor demonstrated how the class can be guided to place emphasis on helping one another, rather than on competing with one another, and that students are impressed with peer values. Dinkmeyer and Dreikurs also point out that rather than let things occur haphazardly, the leader can plan so that the group will stimulate the social adjustment of the child.[10]

During the workshop, the counselor pointed out that in a properly guided class discussion, both teachers and students would have an active part in developing these values. Dreikurs points out that teachers who are not trained in the process of group dynamics, or group behavior, may be safely encouraged to experiment with this kind of discussion if these safeguards are used. As long as the teacher uses common sense, induces the children to express themselves freely, and makes psychological interpretations only about possible goals rather than causes, she is on safe

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[8] Sidney B. Simon, Leland W. Howe and Howard Kirschenbaum: Values Clarification; New York: Hart Publishing Company, 1972, p. 13.

[9] Don Dinkmeyer and Rudolf Dreikurs: Encouraging Children to Learn: The Encouragement Process; Englewood Cliffs, New Jersey: Prentice-Hall, Incorporated, 1963, p. 104.

[10] Ibid., p. 104.

ground.[11]

During the workshop, it was emphasized that it is extremely important that the teacher and class avoid speculation as to the supposed cause of the behavior, and focus only on the goal of the mistaken behavior. It was pointed out that after a relatively short time, students should be able to do a good job of identifying the purposes of behavior for themselves. The counselor emphasized that it is also during class discussions that students can participate as equals and experience dignity and worth.

The methods of uniting the class, that were discussed in the workshop, were also demonstrated in the classroom. These demonstrations in the classroom were conducted by the guidance counselor, with the teachers observing the techniques employed by the counselor in uniting the class. Due to the lack of training of the staff in group dynamics or group discussion, a film was made of one of the sessions in which the counselor demonstrated methods and techniques of group discussion and group dynamics. A tape on group discussion, developed by Dr. William Glasser, author of Reality Therapy,[12] was also used in the workshop to aid teachers in understanding group behavior.

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11 Rudolf Dreikurs: Psychology in the Classroom. New York: Harper and Row, 1957, p. 181.

12 William Glasser Lecture Series, Cassette 9A: "Explanation of Class Meeting," Los Angeles: SWF Associates, Incorporated.

Workshop VI

The sixth workshop was conducted by the principal. The agenda was composed of the following objectives:

A. To ensure that the set of criteria developed to identify disruptive students and later applied in the practicum were identical.

B. To ensure that the program of action being taught in the workshop and teacher study groups was being applied to all disruptive students in the school.

C. To ensure that a process for identifying and providing treatment for disruptive children who would be entering the school in subsequent years would be established and followed.

Teachers were asked to bring to the workshop session the existing written set of criteria and procedures that must be met and followed before a referral of a disruptive student could be made to the principal for disciplinary action.

The following set of criteria and procedural cycle were reviewed with the teachers:

1. A student must exhibit as least four of the behavior listed on the Data Sheet of Disruptive Behavior.

2. The student must have gone through the procedural cycle of referral. The cycle that the teacher and student systematically go through, in a sequential order, before a student may be referred to the office for disciplinary action is as follows:

   a. The teacher reviews student's behavior;

   b. The teacher reviews action that fails to achieve appropriate behavior;

c. The teacher attempts to help the student to understand his mistaken goal;

d. The teacher and student plan cooperatively to develop and implement a strategy for behavior change. (The school guidance counselor should be called in by the teacher at this junction.)

e. The teacher and student review the strategy for possible cause of failure;

f. Referral made to the office for disciplinary action, stating specific reasons for referral;

3. Upon completion of the procedural cycle, an Office Discipline Report is then completed. On the "Office Discipline Report", (see Appendix R), the teacher states the reasons for referral and describes the student's past behavior. The report of the completed Procedural Cycle must be submitted to the principal's office, with the Office Discipline Report, before disciplinary action will be taken.

The second item on the agenda, to ensure that the program of action, that had been taught in the workshops and study groups, was being applied to all disruptive students in the school, was approached by the principal in the following method: The staff was divided into three groups. Each group was requested to formulate a procedure to ensure that the application of the program of action being taught was applied to all identified disruptive students in the school. After a period of time, the staff was reassembled with each group reporting on the procedure they had

developed. The group then spent approximately one hour and a half developing a procedure to be used by the staff, as follows:
The Data Sheet of Disruptive Behavior was to be used as a means of determining the application of the process objectives in the classroom. The steps in the procedure were:

a. Each teacher study group would check the number of instances the teacher has recorded on the disruptive student's Data Sheet of Disruptive Behavior prior to the group developing and recommending an alternative behavior pattern for the disruptive student.

b. Each teacher study group, after analyzing the student's Data Sheet of Disruptive Behavior, the Problem Analysis/Solution Grid II, and the input of the student's teacher being indirectly monitored, would then develop and recommend an alternative behavioral pattern to be implemented in his classroom.

c. After a period of one week or more, the teacher study group would compare the number of instances of disruptive behavior with the number of instances recorded on the student's Data Sheet of Disruptive Behavior that was used in determining the recommended alternative behavior pattern.

d. It was the consensus of the staff that if there was a 5% decrease in the number of instances recorded on the student's post-Data Sheet of Disruptive Behavior, as compared with the pre-Data Sheet of Disruptive Behavior, the alternative was

considered implemented by the teacher.

A week prior to this workshop, a committee had been charged with the responsibility of developing a process that would achieve the third objective on the agenda.

The chairman of the committee presented the procedure that the committee had developed for achieving the objective to the total instructional staff. The staff accepted the procedure, with only a few minor changes.

The procedure developed by the committee for identifying and providing treatment for disruptive children, who will be entering the school in subsequent years, was as follows:

1. The school would use the health form and a questionnaire that all parents are requested to complete before enrolling their children in Lantana Elementary School. The following are statements and questions that are taken from the form health record and questionnaire:
   A. Has your child been disturbed by the following recently?
      a. death in family
      b. new baby
   B. Has your child talked about school in a positive manner?
   C. Has your child had any difficulty in school? If so, please state briefly the problem.
   D. Have you observed any friction between this child and other members of the family?
   E. Does your child exhibit a desire to enter school?

F. Have you found it necessary to shout in order to have your child follow your instructions?

G. Do you feel that your child is responsible?

H. Do you worry about what kind of student your child will be?

I. Do you feel your child needs a special type of teacher?

It was the opinion of the committee that this information would alert the receiving teacher to the possibility that the incoming student may be disruptive.

2. The guidance counselor would review the record of each new student entering school, and also counsel the student within the first week that the student is enrolled in school. The committee recommended that the data gathered by both the teacher and the counselor be cooperatively shared. The committee also recommended that if the teacher and the counselor mutually agree that the information indicates a possible disruptive student, a copy of this information would be forwarded to the teacher's study group.

3. The teacher would then use the Data Sheet of Disruptive Behavior to gather information for five days on the number of instances of disruptive behavior the student exhibits in the classroom.

4. The completed Data Sheet of Disruptive Behavior would be analyzed jointly by the principal, counselor and teacher to determine if the student meets the set of criteria for a disruptive student. If the student did not meet the set of criteria for a disruptive student, the procedure would be terminated at step four. On the other hand, if the student met the set of criteria for a disruptive student, step five would be initiated.

5. This information would be shared with the teacher's study group for analysis. At this time, the teacher could complete the Problem Analysis/Solution Grid II in the classroom, as well as continuing to record the number of instances of disruptive behavior. This would serve as support data for determing what alternative, as determined by the teachers' study group, should be instituted in the classroom for the student.
6. To ensure application of the alternative in the classroom, the same procedure would be implemented as was used with the sixty-two identified disruptive students.

STRATEGIES FOR INVOLVEMENT OF PARENTS

To resolve the problem of how the school can give all parents' of the school's community the orientation needed in the principle of the Adlerian Theory of Psychology, and also get parents of disruptive students involved in parent study groups, three workshop meetings were held. The three meetings were conducted jointly by the school's principal, the school's guidance counselor, and the area director of pupil services. To ensure parent attendance at these workshops, a number of techniques were employed. They were as follows:

a. Letters were sent to each home explaining the purpose of the meeting. (See Appendix S.)
b. Teachers asked students to encourage parents to attend the meetings.

c. Teachers telephoned the parents of their homeroom students and invited them to the workshop meetings.

d. News and Views, the school's newspaper, carried a feature article on the purpose of the meetings.

e. The school advisory committee was asked to give their support in encouraging parents to attend the workshop meetings.

f. The local newspaper, Palm Beach Post Times, ran an article on the program prior to the workshop meetings.

g. The human relations team focused their attention on persuading parents to attend. These were those parents who had indicated they did not feel that the school was truly interested in their child.

h. The school's P.T.A. executive board set up a telephone chain in an attempt to contact every family in the school's community.

First Parent Workshop

The first activity of the workshop was devoted to the administering of all pre-tests and questionnaires to the participating parents. There were one hundred and eighteen parents who began the program, and eighty who completed the training and participated in the program.

The second activity of the workshop was an orientation of the principles of the Adlerian Theory of Psychology, with emphasis on the four common mistaken goals of the child. The pictorial transparencies used in the teachers' workshops were used in this workshop. Examples were shared with the parents to demonstrate how they could use the Problem Solution Analysis Grid II in the home to aid in determining the mistaken goal of the child. It was emphasized that it was extremely important to

the child psychologically that parents stress the goal of the child's action and not the supposed cause.

The third activity of the workshop was a presentation of three mistaken approaches to dealing with children:

a. overprotection and pampering

b. Suppression and autocratic

c. Superiority - inferiority relationship

This activity involved group discussion of examples which demonstrated each of the three mistaken approaches and results of these approaches in dealing with children. The "no lose" approach[13] in dealing with children was stressed. There were examples of the "no lose" approaches to demonstrate how this technique could effectively be used each time a parent resorted to one of the mistaken approaches.

At the conclusion of the first workshop, a number of materials were passed out to the parents. These materials included: "Winning Children Over," a manual for teachers, counselors, principals and parents by Francis X. Walton and Robert L. Powers,[14] a booklet entitled "The ABC's of Guiding the Child",[15] and a single sheet of paper prepared by Dr. Walton for workshops which traces the reaction and interaction of the parent and child when the child exhibits each of the four basic mistaken

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[13] Dr. Thomas Gordon, P.T.E.: Parent Effectiveness Training: The Tested Way to Raise Responsible Children. New York: Peter H. Wyden, Incorporated, 1972, 194.

[14] Op. cit., p. 17.

[15] Rudolf Dreikurs and Margaret Goldman: ABC's of Guiding the Child. Chicago: Rudolf Dreikurs Unit of Family Education Association, 1967.

goals. There were other books by authors on the Adlerian Theory of Psychology made available to the parents through the school's professional library.

Second Parent Workshop

The second workshop was divided into two activities:

1. An explanation of the function of a parent study group, with an opportunity for the parents to see a study group in action following the Problem Analysis and Correction Guide. The study group that the parents observed was a teacher study group. It was explained to the parents that the same format, materials and techniques used in the teacher study group would be applicable in a parent study group.
2. The organizing of parents into parent study groups and the assigning of group leaders was the second function. Dates, times, and places of subsequent parent study group meetings were decided during the second workshop. It was also decided, during this second workshop, that parents who had volunteered to be group leaders, would be given additional training in conducting a study group. This was achieved by permitting these parents to observe teacher study groups processing a problem. In addition to this training, the school's guidance counselor, as a group leader, conducted a study group with these parents as participants. Subsequently, a film was made of this study group to aid in the training of future study group leaders.

Third Parent Workshop

The third workshop was held for parents who were unable to attend the

other workshops. The third workshop combined the areas covered in the other two workshops. Parents attending this workshop, who felt they needed additional information and training, were scheduled for one 2-hour, small group session with either the principal, guidance counselor, or the Director of Pupil Services conducting the session.

EVALUATION

As the practicum was designed, it was necessary that the evaluation focus upon the learners' behavior. To determine if the program was effective in reducing the disruptive behavior in the school, a pre- and post-evaluation of teachers' behavior, as well as the behavior of both students and parents, was necessary. Popham points out that one convenient way to think of evaluation is to consider it the act of assessing merit by judgmentally comparing:

1. the observed results (performance data) of some educational enterprise with,
2. a desired standard or criterion of acceptability (preference data).[16]

> Popham also points out that an additional element of a usefully formulated instruction objective is that it should refer to the learner's post-instruction behavior, not his behavior during instruction.[17]

Based on Popham's definition of evaluation, performance objectives were selected as the method that would be used to measure the learners'

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[16] W. James Popham: An Evaluation Guidebook: A Set of Practical Guidelines for Educational Behavior. Los Angeles: Instructional Objectives Exchange, 1972, pp. 1-2.

[17] Ibid., p. 13.

behavior. The performance objectives were formulated to assess the learners' post-instruction as compared to their pre-instruction.

The practicum goal was to reduce the incidence of disruptive behavior in the school. Each practicum objective stated what each individual of a specific study group should achieve to aid in accomplishing the practicum goal. Performance objectives were developed to assess the learners' post-instruction as it related to the achieving the practicum objectives. The following analyzes the results of the post-instructional data.

RESULTS

Performance Objective #1

An evaluation of the impact that the training workshops and study groups had on the three facets of the students' social environment required the use of a number of data collecting instruments. One of the methods of data collection was through the use of the Interaction Analysis as a Feedback System, as developed by Flanders, and others. The use of this method of categorizing the interaction of teacher and students in a classroom setting was an attempt to record the "give and take" that occurs in the classroom. The observer attempts to record, on a matrix, the method by which the teacher responds to the stimuli that are emitted by student interaction with the teacher.

One objective of the practicum was to provide a format for the students to participate in solving classroom problems. The Flanders Interaction Analysis as a Feedback System appears to be one instrument

that would possibly determine to what degree this was achieved. Although the Classroom Record of Discussion was used as the format for the interaction, the Flanders Interaction Analysis as a Feedback System was used to measure the change.

Performance objective #1 predicted that the twelve selected disruptive students and their teachers, after completing the training and participating in the program, would achieve the following:

a. Each teacher would demonstrate a 5% increase in indirect teaching.

b. There would be a 2% increase by each teacher in accepting students' ideas. This increase would indicate a positive change in attitude.

c. There would be a 5% increase in student initiated talk. This was measured by a comparison between the pre- and post-assessment by the Flanders Interaction Analysis as a Feedback System.

Following is a comparison of the pre- and post-assessment of the twelve teachers of the selected disruptive students.

Teacher 1

Indirect teaching - Pre-observation - score 41.28%. Post-observation - score 59.30%. An increase of 18.02% is indicated between the two observations. This, according to Flanders, et al., indicates a move toward a more positive management of the classroom.

Teacher accepting idea - Pre-observation score - 7.23%. Post-observation - score 9.30%. This is an increase of 2.07%. What is

significant here is that the average direct teacher uses this category about 2% of the time. Teacher #1 began this program with a score above the average as an indirect teacher, and continued to move toward more positive methods of interaction.

Student initiated talk - Pre-observation - score 2.41%. Post-observation - score 9.30%. This indicated an increase of 6.89%. The total percentage in columns 8 and 9 were 21.41% in the pre-observation and it had increased in columns 8 and 9 in the post-observation to 30.30%. The average direct teacher's students uses column 9, (student initiated talk) 8% of the time, while students in teacher #1's class during the post-observation used column 9 for 42% of the time. What is significant was the heavy build-up of tallies in cells 8-8 and 9-9.

Teacher 2

Indirect teaching - Pre-observation - score 40.00%. Post-observation - score 53.93%. An increase of 13.93% is indicated between the pre- and post-observations. The significance of this increase demonstrated that teacher #2 registered only 3.93% greater on the post-observation than what is considered a direct teacher, but it is the positive move from the 40.00% direct teaching that is encouraging. If one were to project this growth, based on the data gathered, it would appear that this teacher would become an indirect teacher.

Teacher accepting students' ideas - Pre-observation - score 7.1%. Post-observation - score 11.5%. This indicates an increase of 4.4% between the two observations. The pre-observation of teacher #2 is approximately 5.1% above the time that an average teacher would spend in

accepting students' ideas. The post-observation indicates a 9.5% above the time an average teacher would spend in accepting students' ideas. This gain appears to be significant.

Student initiated talk - Pre-observation - score 6.90% - Post-observation score 12.70%. An increase of 5.80% is indicated between the two observations. Flanders indicates that the student talk in the average classroom, shown in columns 8 and 9, comprises about 24% of the total verbal behaviors, and of this 24%, 16% is teacher solicited (shown in column 8) and 8% is student initiated (shown in column 9). In teacher #2's class, the total percent is 24.30% on the pre-observation, with a distribution of 6.90% in student initiated talk and 17.40% in teacher solicited student talk. In the post-observation, the total in column 8 and column 9 equal 34.9%. The distribution shows 36.60% of the total student talk is student initiated, which is three times greater than what is normally found in the average teacher's classroom.

Teacher 3

Indirect teaching - Pre-observation - score 22.6% - Post-observation - score 44.30%. An increase of 21.7% is indicated between the two observations. The score of 44.30% on the post-observation appears to indicate that teacher #3 would be considered a direct teacher. Encouraging is the positive growth that teacher #3 achieved. The difference of 21.70% between the pre- and post-observations indicates approximately a 50.00% growth during the treatment period.

Teacher accepting ideas - Pre-observation score - 3.70% - Post-observation score 23.20%. This is an increase of 19.50% between the two observations. In the case of teacher #3, this gain can be explained

by examining column #3 and cell 3-3 in the post-observation and comparing it with column #3 and cell 3-3 in the pre-observation. The major growth toward becoming an indirect teacher appears to have been achieved in the area of accepting students' ideas. This appears to indicate a gain in positive attitude on the part of the teacher.

Student initiated talk - Pre-observation score - 3.00%. Post-observation - score 8.90%. This is an increase of 5.90% between the two observations. The significance of this score is indicated by comparing the total student talk, teacher solicited and student solicited, in the two observations. The pre-observation indicates a total of 14.30% student talk, which is 9.7% below the average amount of student talk registered in the average teacher's room. The post-observation indicates a total of 25.30% student talk. This is only 1.3% greater than the total student talk found in the average teacher's classroom. The significance of this is that 54.00% of the total student talk was student initiated talk.

Teacher 4

Indirect teaching - Pre-observation - score 20.68%. Post-observation - score 49.25%. An increase of 28.57% of the interactions being in the indirect teaching cells would appear to indicate a significant movement toward the use of indirect teaching in the class. Although teacher #4 cannot be considered by Flanders' criteria as an indirect teacher, the movement may be interpreted as encouraging.

Teacher accepting ideas - Pre-observation - score 1.40%. Post-observation - score 16.80%. An increase of 17.4% is indicated. The

significance of this increase is that over 35.00% of the time spent by teacher #4 in column 3 was spent in cell 3-3. Flanders states that research indicates that teachers who spend more than 35% of their column 3 time in 3-3 cell, have students with higher achievement scores and more positive attitudes than do those with a smaller ratio in the 3-3 cell.[18]

Student initiated talk - Pre-observation - score 2.80%. Post-observation - score 8.80%. An increase of 6.00% is indicated between the two observations. The significance of this gain may be understood by comparing the 8.80% initiated talk to the 17.40% of the teacher solicited student talk in teacher 4's post observation. This data indicates that 55.00% of the total student talk is student initiated as compared to 8.00% student initiated talk found in the average teacher's classroom.

Teacher 5

Indirect teaching - Pre-observation - score 20.16%. Post-observation - score 53.21%. This is an increase of 33.05% between the two observations. The increase indicates that teacher #5 has moved from a direct teacher to an indirect teacher. The 50.00% ratio has been determined by the developer of the Interaction Analysis as a Feedback System to be the ratio that the average teacher would have.

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18 Edmund J. Amidon and Ned Flanders: The Role of the Teacher in the Classroom - A Manual for Understanding and Improving Teacher Classroom Behavior. Minneapolis: Paul S. Amidon and Associates, Incorporated, copyright 1967, p. 58.

Teacher accepting ideas - Pre-observation - score 0.60%. Post-observation - score 6.80%. An increase of 6.20% has been registered between the two observations. The significance of this increase is demonstrated by comparing the pre-observation cell 3-3 with the post-observation cell 3-3. Pre-observation cell 3-3 equals 0%, while post-observation cell 3-3 equals 4.80%. The developers of the Interaction Analysis as a Feedback System consider it significant if there is greater than 2.00% of the indirect teaching found in cell 3-3. In teacher #5's post-observation, there is 4.80% in cell 3-3.

Student initiated talk - Pre-observation - score 0%. Post-observation - score 5.48%. An increase of 5.48% is indicated between the two observations. The developers of the Interaction Analysis as a Feeback System have determined that column 9, student initiated talk, should be equal to 8% of the combination of teacher solicited student talk and student initiated talk. Teacher #5's post-observation student initiated talk is 19.00% of the combination of column 8 and column 9.

Teacher 6

Indirect teaching - Pre-observation - score 43.52%. Post-observation - score 67.56%. This is an increase of 24.04% between these two observations. Teacher #6 appears to have moved from a direct teacher to an indirect teacher.

Teacher accepting ideas - Pre-observation - score 8.00%. Post observation - score 12.60%. This is an increase of 4.60% between the two observations. Teacher #6's pre-observation score of 8.00% in cell 3-3 is considered to be 6.00% above the average teacher. The post-observation

of 12.60% is significant when compared to the average teacher's cell 3-3 of 2%.

Student initiated talk - Pre-observation - score - 0%. Post-observation - score 5.40%. An increase of 5.40% is indicated between the two observations. The significance of this increase may be understood by examining the total amount of time spent in both teacher solicited student talk and student initiated talk. In teacher #6's pre-observation columns 8 and 9, it is indicated that the total student talk is 11%. Past-observation, columns 8 and 9, incate that the total amount of student talk is 29.7%. The developer of the Interaction Analysis as a Feedback System considers 24% to be the average for total student talk.

Teacher 7

Indirect teaching - Pre-observation - score 5.47%. Post-observation - score 34.50%. An increase of 29.03% is indicated between the two observations. This teacher is still considered below the average indirect teacher.

Teacher accepting ideas - Pre-observation - score 1.8%. Post-observation - score 7.2%. An increase of 5.40% is indicated between the two observations. The significance of teacher #7's pre- and post-observation scores is apparent when compared to what is considered to be the time an average teacher spends accepting student ideas. The pre-observation of teacher #7 is only .20% below the average teacher, and the post-observation is 5.40%, or 1.40% above the average teacher's score.

Student initiated talk - Pre-observation - score 1.70%. Post-

observation - score 6.90%. An increase of 5.20% is indicated between the two observations. In teacher #7's pre-observation, the total student talk was 10.50% as compared to the post-observation score of total student talk of 24.30%. The post-observation score of total student talk appears to equal the student talk in the average teacher's classroom. The significance of the post-observation score of 6.90% is that it is only 1.1% below the average student initiated talk found in a classroom, while teacher #7's post-observation score in indirect teaching was 15.50% below the average teacher.

Teacher 8

Indirect teaching - Pre-observation - score 55.40%. Post-observation - score 63.91%. An increase of 8.51% is indicated between the two observations. The significance of these two scores is that teacher #8, on the pre-observation score, indicates an indirect teacher and appears to be moving toward a more indirect teacher.

Teacher accepting ideas - Pre-observation - score 2.90%. Post-observation - score 7.43%. Teacher #8's score on the pre-observation indicates a .90% above the average teacher in accepting students' ideas. In the post-observation, teacher #8's score indicates an increase of 5.43% over the average teacher, or put another way, teacher #8 appears to spend three times as much time accepting students' ideas as the average teacher.

Student initiated talk - Pre-observation - score 3.67%. Post-observation - score 9.09%. The 9.09% represents 21% of the total student talk in the post-observation of teacher #8. The total of columns 8 and 9,

in the post-observation, is 42.59% which is over 49.00% greater than the total student talk in an average teacher's classroom.

Teacher 9

Indirect teaching - Pre-observation - score 24.44%. Post-observation - score 76.57%. An increase of 52.13% is indicated between the two observations. Teacher #9 appears to have moved from a direct teacher to an indirect teacher. The score of 76.57% appears to be very significant.

Teacher accepting ideas - Pre-observation - score 4.10%. Post-observation - score 10.80%. This is a significant increase based on the standard of 2.00% for the average teacher.

Student initiated talk - Pre-observation - score 4.90%. Post-observation - score 12.40%. An increase of 7.50% is indicated between the two observations. The score of 12.40% is 29.00% greater than the score of student initiated talk in the average teacher's classroom. The post-observation score appears to be significant.

Teacher 10

Indirect teaching - Pre-observation - score - 45.29%. Post-observation - score - 67.10%. An increase of 21.81% is indicated between the two observations. Teacher #10 demonstrated that 17.10% more of her teaching time is devoted to indirect teaching, as compared to the amount of time spent in indirect teaching in the average teacher's classroom.

Teacher accepting ideas - Pre-observation - score - 2.50%. Post-observation - score 9.10%. An increase of 6.60% is indicated between

the two observations. Teacher #10 spends approximately five times as much time in accepting students' ideas than the time spent by the average teacher in the classroom. It would appear that the score of 9.10% is significant.

Student initiated talk - Pre-observation - score - 5.30%. Post-observation - score - 11.20%. An increase of 5.9% is indicated between the two observations. The score of 11.2% indicates that approximately 43.00% of the student talk in teacher #10's classroom is student initiated. The total student talk in teacher #10's classroom is 25.70% of the total teacher-pupil interaction behavior.

Teacher #11

Indirect teaching - Pre-observation - score - 30.00%. Post-observation - score - 36.00%. An increase of 6% is indicated between the two observations. Teacher #11, after having completed the training and having participated in the program, still scored below the score of the average indirect teacher.

Teacher accepting ideas - Pre-observation - score 0.70%. Post-observation - score 5.90%. An increase of 5.20% is indicated between the two observations. Teacher #11 is considered a direct teacher on the post-observation. A reasonable explanation of the post-observation score of 5.90% might be that the teacher is introducing lecturing and giving directions while accepting and expanding the students' ideas.

Student initiated talk - Pre-observation - score - 2.90%. Post-observation - score - 10.20%. There is an increase of 7.30% between the two observations. The students' initiated talk in the post-observa-

tion equals 50.00% of the total student talk in columns 8 and 9. This would appear to be significant.

Teacher 12

Indirect teaching - Pre-observation - score - 39.13%. Post-observation - score 51.72%. An increase of 12.59% is indicated between the two observations. Teacher #12 appears to have moved from a direct teacher to an indirect teacher.

Teacher accepting ideas - Pre-observation - score 10.10%. Post-observation - score - 21.80%. An increase of 11.7% is indicated between the two observations. In examining the total time teacher #12 devoted to direct teaching in the pre-observation, it was found that 20.00% of this time was spent in accepting students' ideas. The post-observation of teacher #12 revealed that 30.00% of the indirect teaching time was devoted to accepting students' ideas.

Student initiated talk - Pre-observation - score - 13.00%. Post-observation - score - 20.00%. An increase of 7.00% is indicated between the two observations. The high score in the pre- and post-observation may be understood by noting the manner that teacher #12 responded to the students by accepting and expanding on their ideas. There appears to be a large number of tallies in cell 3-3 in both observations.

Performance Objectives #2 and #3

One technique of determining if the student was responding in a positive manner to the implementation of the alternative behavior pattern recommended by the teacher study group, was classroom observation using the Matson and Matson "On Task/Off Task Student Behavior" as an observation

instrument. It was also felt necessary to record the results of the teachers' efforts in implementation of the alternative behavior pattern for the student. "On Task/Off Task Student Behavior" observation instrument was administered twice a week to collect data to determine if the selected disruptive students' "On Task" time was increasing. The Modified Matson and Matson "On Task/Off Task Teacher Behavior" observations instrument was administered twice a week to collect data. The data collected was used to determine if the teacher of the disruptive student was implementing the teacher study group's recommended alternative behavior pattern.

Performance objective #2 states that at the conclusion of the treatment period, the disruptive student will demonstrate a 25% increase in the time he is "On Task" on the post-observation, as compared to the time he was "On Task" as recorded during the pre-observation.

Performance objective #3 states that after a teacher completed the training and participated in the program, there would be a 25% increase in the time the teacher is "on Task" implementing the teacher study group's recommended alternative behavior pattern for the selected student. This increase was determined by the time the teacher spent "On Task" on the pre-observation as compared to the time spent implementing the alternative behavior pattern recorded during the post-observation.

There were seventeen observations of forty-five minutes duration. The amount of time the student and teacher were "On Task" relative to the recommended alternative behavior pattern was recorded for each observation. The pre-observation, hereafter referred to as observation #1, was administered before either the student or teacher began the program. The post-

observation, hereafter referred to as observation #17, was administered after the conclusion of the program.

Following is a table comparing the "On-Task" behavior time of Student #1 and Teacher #1 during each observation, and a figure (1) that compares the same data. (See page 68.)

TABLE 1.

A Comparison of "On Task" Behavior Time of Student #1 and Teacher #1

Observation	Student #1 "On Task" Behavior Time %	Teacher #1 "On Task" Behavior Time %
1	52%	68.5%
2	16%	40%
3	58%	65%
4	54%	65%
5	24%	49%
6	9%	38%
7	92%	96%
8	87%	98%
9	87%	96%
10	92%	100%
11	89%	100%
12	89%	99%
13	87%	99%
14	89%	100%
15	87%	99%
16	87%	99%
17	87%	99%

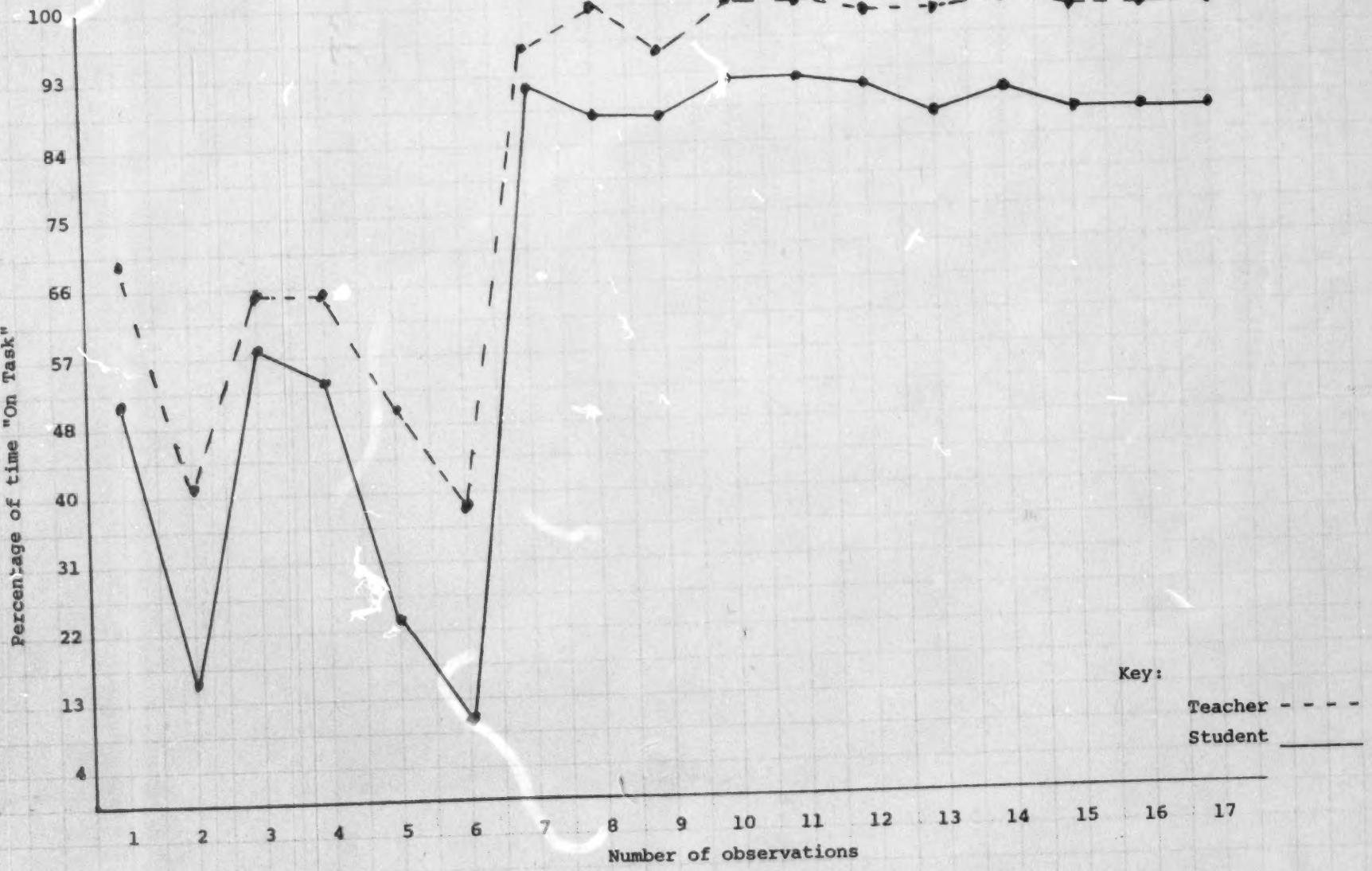

Fig. 1. A comparison of Teacher #1 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #1.

Student 1

Observation #1 of student #1 indicated that the student was on task 52% of the time. Observation #17 indicated that student #1 was on task 87% of the time. This indicated an increase of 35% between the two observations. There appeared to be a regression of 15% for student #1's on task behavior time between observations #5 and #6. There appears to be an increase of 83% on task time between observations #6 and #7. Student #1 appeared to reach a peak on task time during observation #7. There did not appear to be any significant fluctuation between the remaining observations.

Teacher 1

Observation #1 of teacher #1 indicated that the teacher was on task 68.5% of the time. There was a recorded on task behavior time of 99% during observation #17. An increase of 30.5% on task time was indicated between the two observations. There appeared to be a regression of on task behavior time of 11% between observation #5 and #6. There is an increase of 58% indicated between observations #6 and #7. There does not appear to have been any significant fluctuation among the remaining observations. In reviewing the date of observation #6, it was found that observation #6 fell on the day prior to a school holiday.

Following is a table comparing the "on task" behavior time of student #2 and teacher #2, during each observation.

TABLE 2.

A Comparison of "On Task Behavior Time
of Student #2 and Teacher #2

Observation	Student #2 "On Task" Behavior Time %	Teacher #2 "On Task" Behavior Time %
1	57%	64%
2	61.5%	75%
3	64%	79.5%
4	60%	75%
5	44%	66%
6	46%	70.5%
7	55%	84%
8	33%	60%
9	39%	66%
10	75%	84%
11	84%	88.5%
12	88.5%	96.5%
13	92%	100%
14	93%	100%
15	93%	100%
16	93%	100%
17	93%	100%

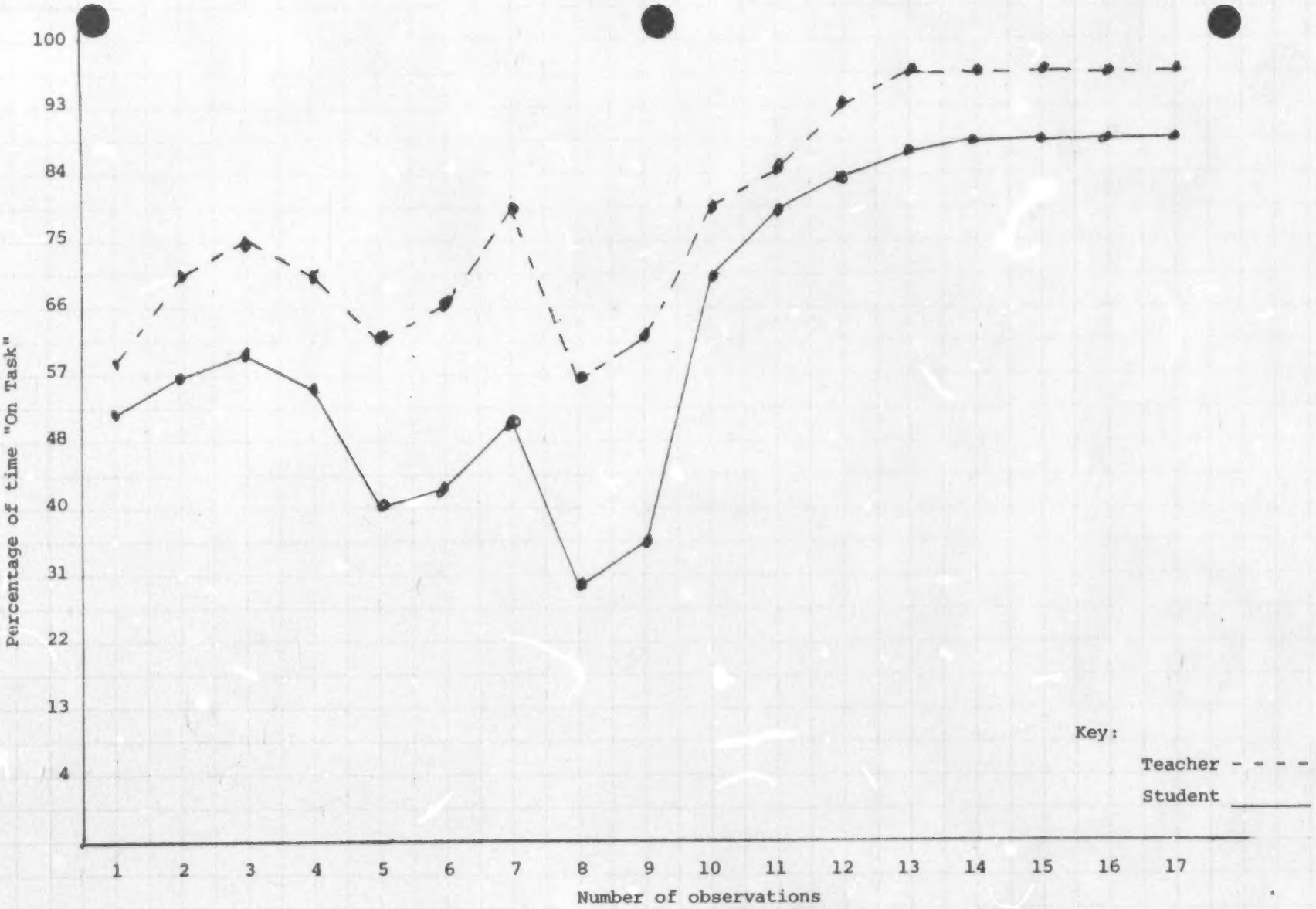

Fig. 2. A comparison of Teacher #2 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #2.

Student 2

The change in percentage points in student #2's behavior between observation #1 and observation #17 was 36 points. A review of the actions by student #2 indicate a steady improvement throughout the project, with the exception of observations 5-9 in which a regression was noted. The relatively high beginning point for the student seems to indicate an attitude conducive to improvement. This seems to be substantiated by the 93% mark recorded on the final observation. This student meets the criteria set in objective #2. (See figure 2).

Teacher 2

The most significant trend that can be observed in the recording for the teacher seems to be an almost perfect correlation with student #2's activities. As with student #2, teacher #2 achieved a 36% increase between the beginning observation and the final observation. Another teacher-student similarity, again, appears in observations 5-9 where both teacher and student have a period of regression for five observations. Teacher #2's high scores for the final five observations are matched with student #2 performing at a correspondingly high rate for the same observations. The activities of the matched pair of participants is excellent supportive data for the project. As with student #2, teacher #2 meets the requirements as set in objectives 2 and 3.

Following is a table comparing the "On Task" behavior time of student #3 and teacher #3, during each observation.

TABLE 3.

A Comparison of "On Task" Behavior Time of Student #3 and Teacher #3

Observation	Student #3 "On Task" Behavior Time %	Teacher #3 "On Task" Behavior Time %
1	40%	66%
2	40%	70.5%
3	28.5%	51.5%
4	28.5%	55.5%
5	8.5%	35.5%
6	42%	61.5%
7	57%	75%
8	22%	52.5%
9	48%	70.5%
10	61.5%	93%
11	75%	96.5%
12	78%	96.5%
13	79.5%	96.5%
14	79.5%	96.5%
15	79.5%	96.5%
16	79.5%	100%
17	79.5%	100%

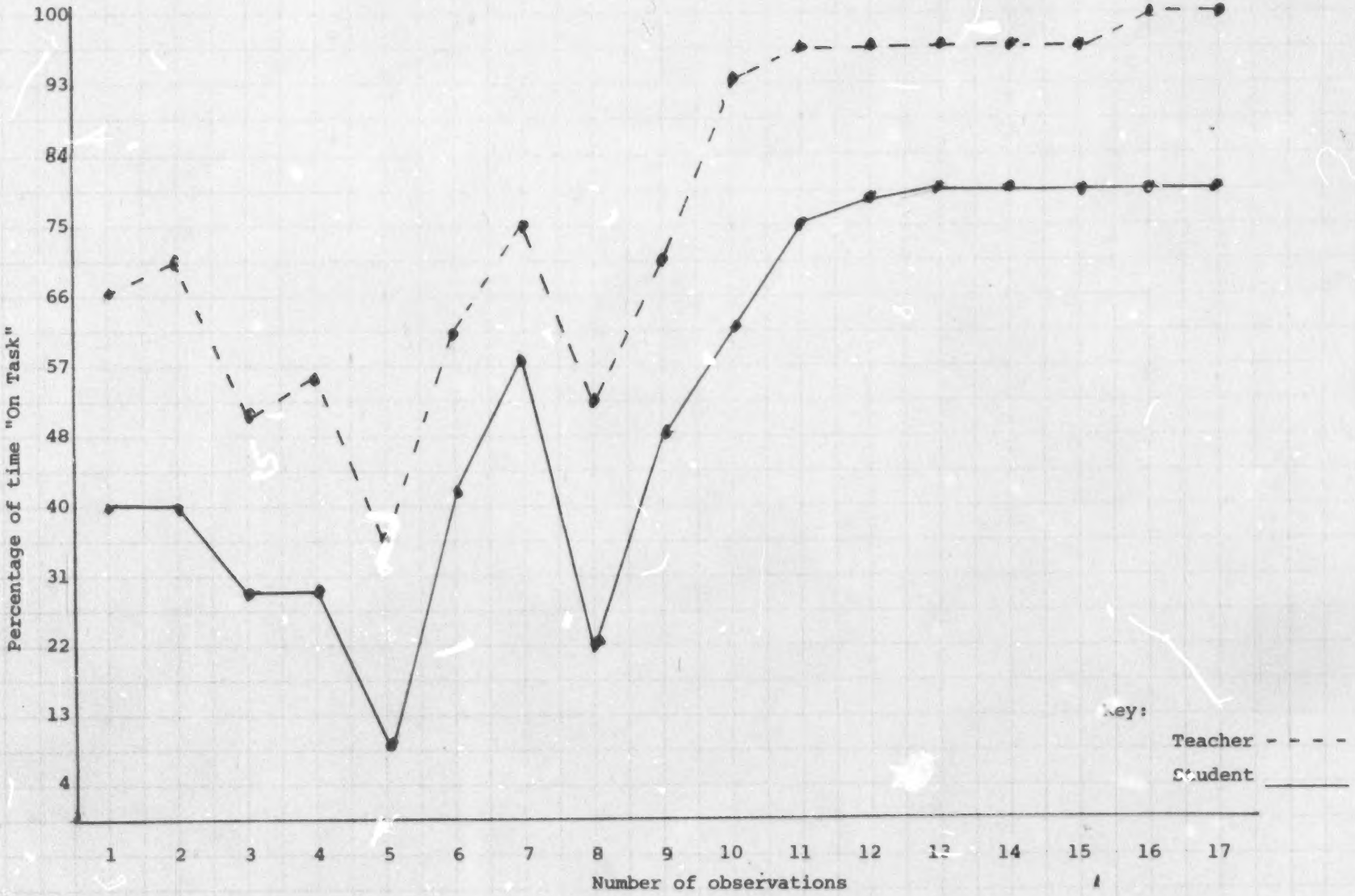

Fig. 3. A comparison of Teacher #3 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #3.

Student 3

With a difference between the beginning and final observation of 39.5% points, student #3 meets the requirements as set in objective #2. As was noted in the two previous participants' records for observations 5-9, a similar regression is also noted for student #3 and teacher #3. Student #3's movement from the comparatively low beginning point of 40% "on task" showed no real pattern of improvement, until the 10th observation. Beginning with observation #10, and continuing through the final observation, student #3 was able to make positive progress with a leveling at the 13th observation, which was maintained. A 39.5 point increase appears to be a most positive change for the student.

Teacher 3

The 34 point difference between observations #1 and #17 appears to be an acceptable movement towards the practicum's goals for teacher #3. As noted previously, observations 5-9 again appears to be the time period of greatest fluctuation for the teacher. Beginning with observation #10, teacher #3 appears to have made significant progress for the remaining observations, with the final 7 observations ranging from 96.5% to 100% "on task" for the teacher.

Following is a table comparing the "on task" behavior time of student#4 and teacher #4, during each observation.

TABLE 4.

A Comparison of "On Task" Behavior Time of Student #4 and Teacher #4

Observation	Student #4 "On Task" Behavior Time %	Teacher #4 "On Task" Behavior Time %
1	66%	77%
2	57%	70.5%
3	70.5%	93%
4	75%	95%
5	75%	95%
6	72%	93%
7	84%	96.5%
8	96.5%	100%
9	85%	100%
10	91%	100%
11	91%	100%
12	93%	100%
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15	95.5%	100%
16	95.5%	100%
17	95.5%	100%

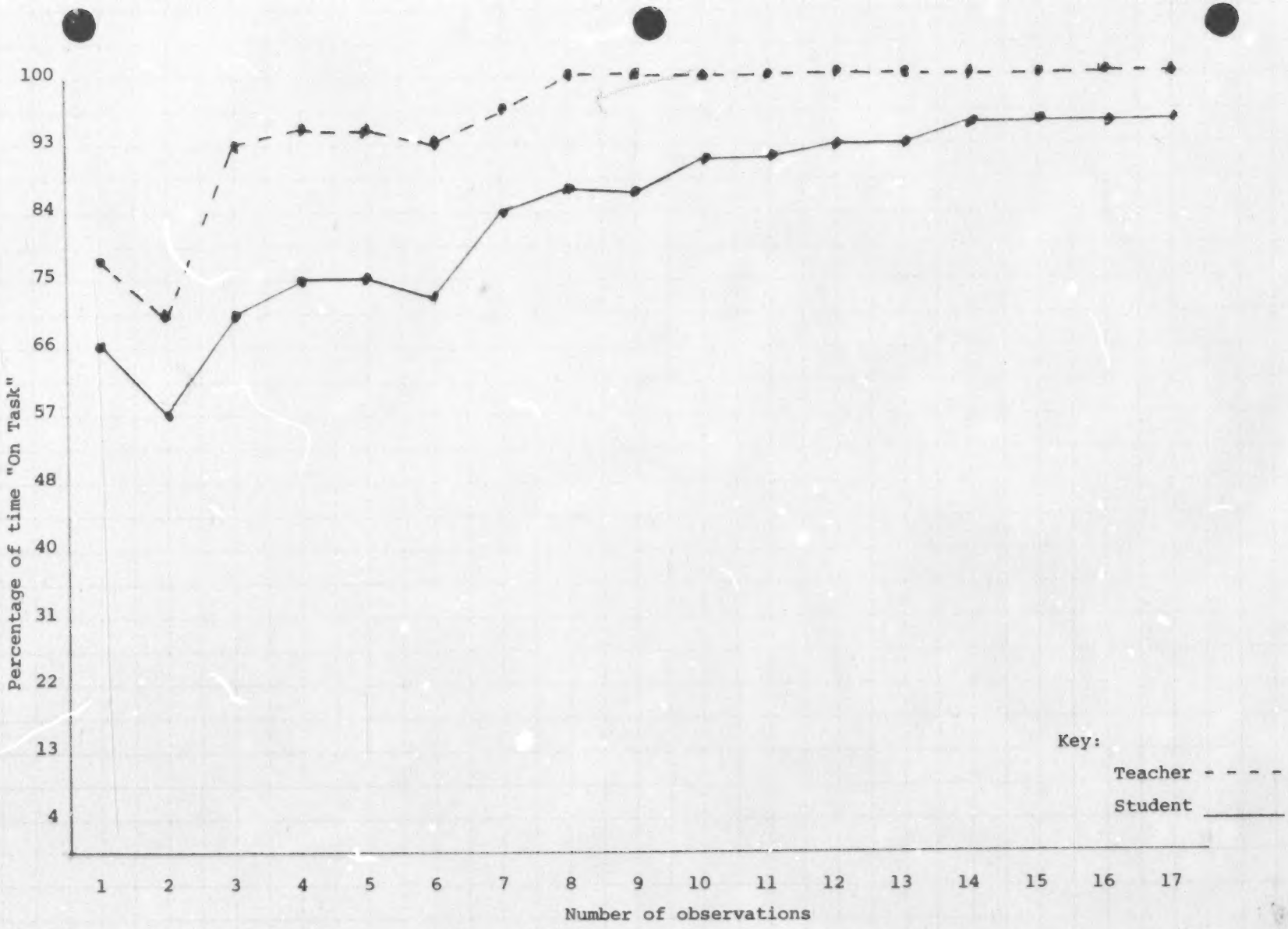

Fig. 4. A comparison of Teacher #4 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #4.

Student 4

Student #4 appears to have escaped the observations 5-9 regression noted in the previous participants' observations. This student made steady progress from his beginning score of 66% "on task" for observation #1 to a high of 95.5% for observation #17. This exceeds the criteria set for objective #2. The only deviation is a slight regression for observations #2 and #6. These slight regressions do not detract from the overall forward, positive scores recorded for the project.

Teacher 4

Teacher #4 did not meet the requirement of 25 point increase in objective #3, for the single reason that at a 77% beginning score, it was not possible to improve over 23 points. The 100% plateau was reached at observation #8 and maintained throughout the remaining observations. As with student #4, the only observations reflecting slight regressions were numbers 2 and 6. This, again, seems to support the close correlation between student attitude and action with those of the teacher.

Following is a table comparing the "on task" behavior time of student #5 and teacher #5, during each observation.

TABLE 5.

A Comparison of "On Task" Behavior Time of Student #5 and Teacher #5

Observation	Student #5 "On Task" Behavior Time %	Teacher #5 "On Task" Behavior Time %
1	68%	75%
2	80.5%	84%
3	86.5%	86.5%
4	93%	93%
5	84%	95%
6	81.5%	96.5%
7	88.5%	100%
8	84%	96.5%
9	96.5%	100%
10	93%	96.5%
11	95%	100%
12	96.5%	100%
13	93%	100%
14	93%	100%
15	93%	100%
16	93%	100%
17	93%	100%

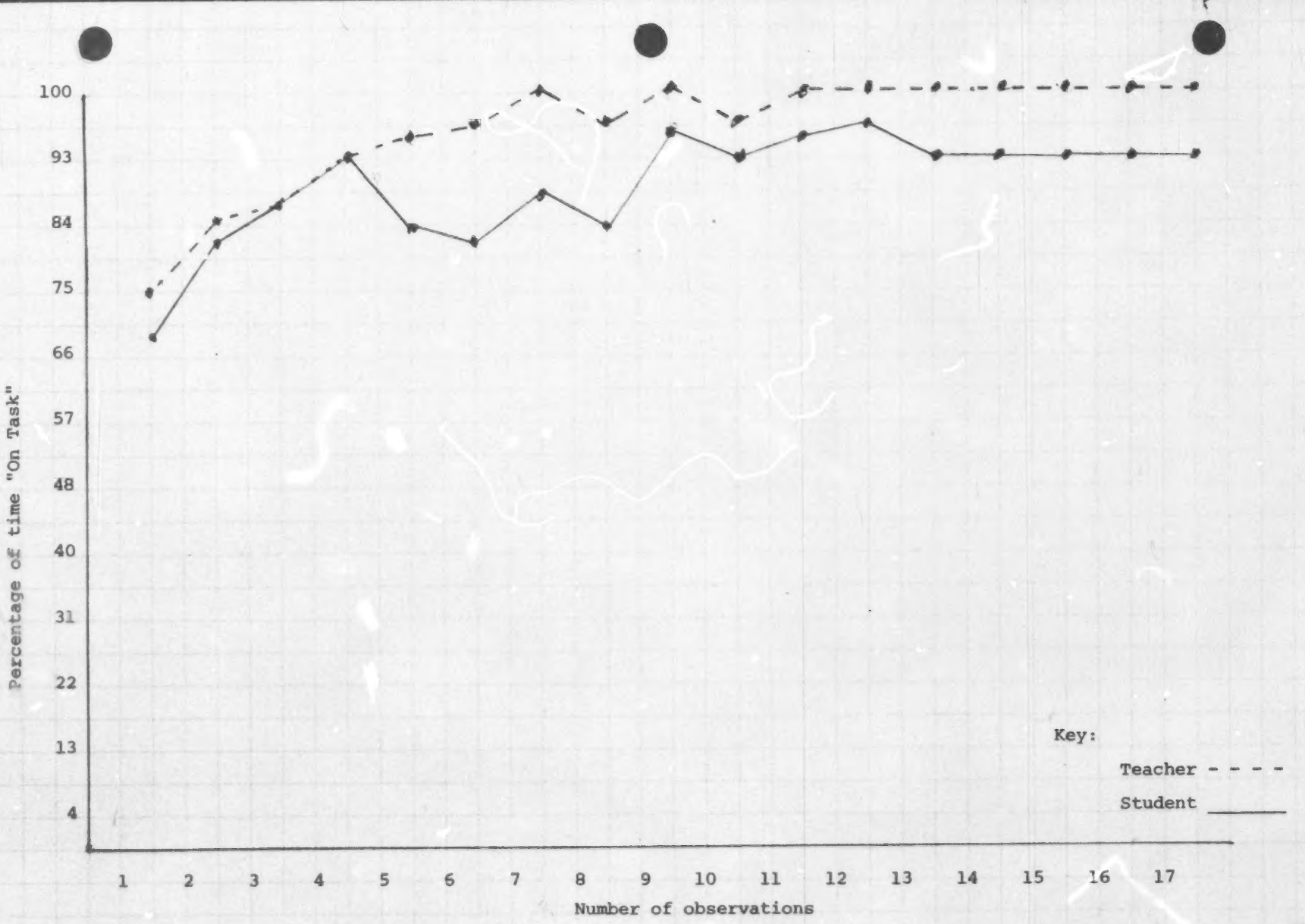

Fig. 5. A comparison of Teacher #5 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #5.

Student 5

An improvement of 25 percentage points between the first and final observation indicates that the student meets the requirements as set forth for objective #2. Student #5's record indicated a positive, but slightly erratic, movement to the high level of 93% achieved and maintained from observations #13 through #17.

Teacher 5

As with student #5, teacher #5 achieved a 25 point increase between observations #1 and #17. This increase is sufficient to fulfill the requirement for objective #3. With 9 of the 17 observations being recorded at 100% "On Task", teacher #5's achievement level appears to be among the highest of the records for the teacher participants. The slight variations recorded in observations #8 and #10 do not appear to be of any significance, since the return to the 100% level on the following observations is recorded.

Following is a table comparing the "On Task" behavior time of student #6 and teacher #6, during each observation.

TABLE 6.

A Comparison of "On Task" Behavior Time of Student #6 and Teacher #6

Observation	Student #6 "On Task" Behavior Time %	Teacher #6 "On Task" Behavior Time %
1	48%	70.5%
2	61.5%	84%
3	70.5%	93%
4	75%	100%
5	66%	96.5%
6	84%	99%
7	84%	100%
8	80%	100%
9	100%	100%
10	93%	100%
11	93%	96.5%
12	93%	100%
13	96.5%	100%
14	96.5%	100%
15	98%	100%
16	96.5%	100%
17	96.5%	100%

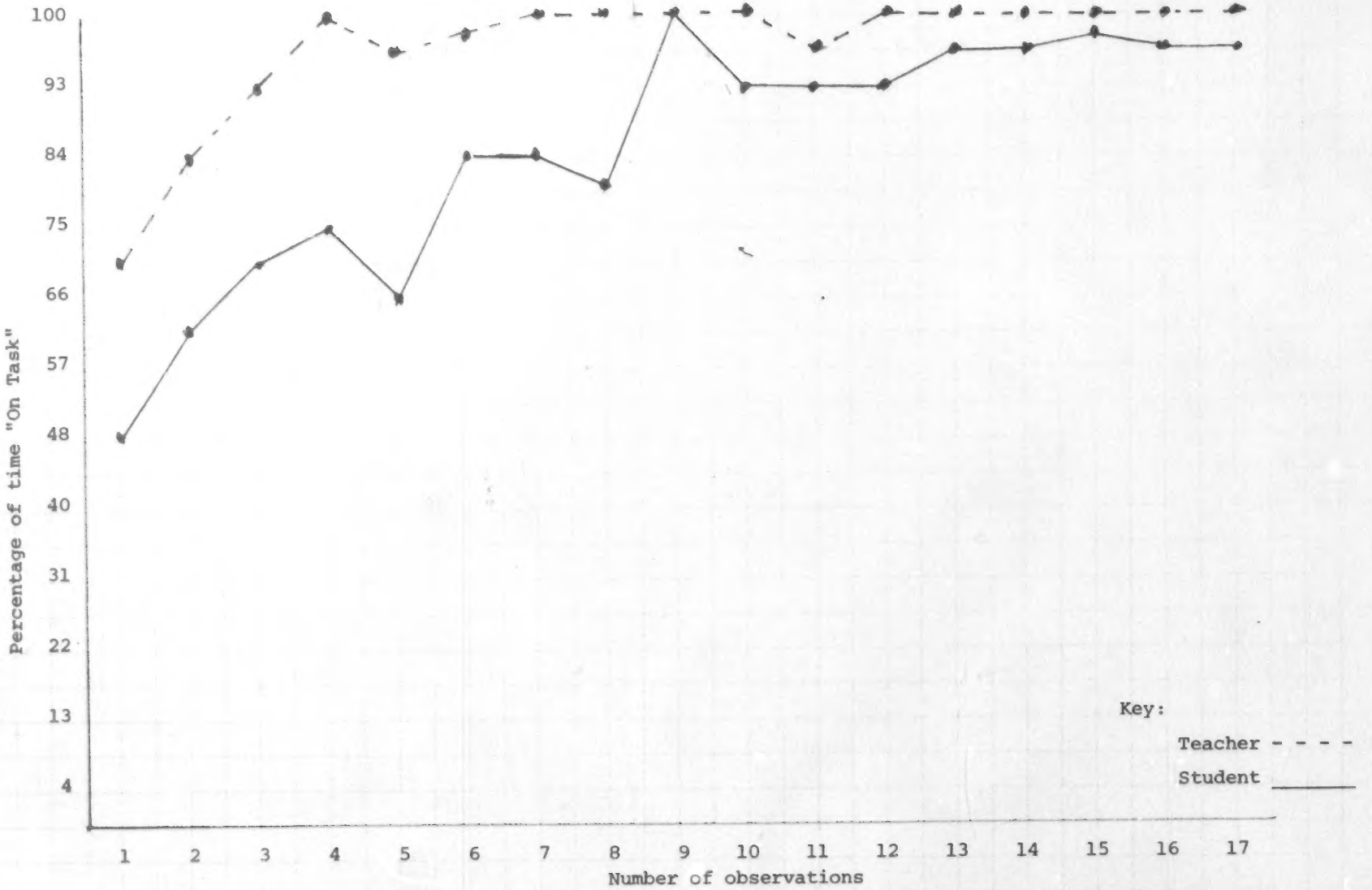

Fig. 6. A comparison of Teacher #6 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #6.

Student 6

This student was among those who achieved the greatest improvement. From a beginning of 48% to a final record of 96.5%, there is a 48.5 point increase. This will exceed the requirement for objective #2. The intervals of increase between each observation were not constant, but there is improvement indicated for all observations, with the exception of #5. However, the score for the observation is 18 points above the beginning point. The scores recorded for observations #9-#17 were in the 93 to 100 range, which was most acceptable as an indication of student growth.

Teacher 6

With recording of observations in the 93-100% "On Task" ratio for all observations except #1 and #2, and a 30 point improvement between observation #1 and #17, this teacher appears to meet and exceed the criteria for objective #3. Having reached the 100% mark in observation #4, this was continued throughout the project, except for observations #5, #6, and #11.

Following is a table comparing the "on task" behavior time of student #7 and teacher #7, during each observation.

TABLE 7.

A Comparison of "On Task" Behavior Time of Student #7 and Teacher #7

Observation	Student #7 "On Task" Behavior Time %	Teacher #7 "On Task" Behavior Time %
1	42%	31%
2	46%	52.5%
3	61.5%	75%
4	68%	79.5%
5	73%	77%
6	79.5%	79.5%
7	70.5%	77%
8	77%	88%
9	87%	96.5%
10	87%	96.5%
11	88.5%	100%
12	90%	100%
13	90%	98%
14	93%	100%
15	93%	100%
16	93%	96.5%
17	93%	96.5%

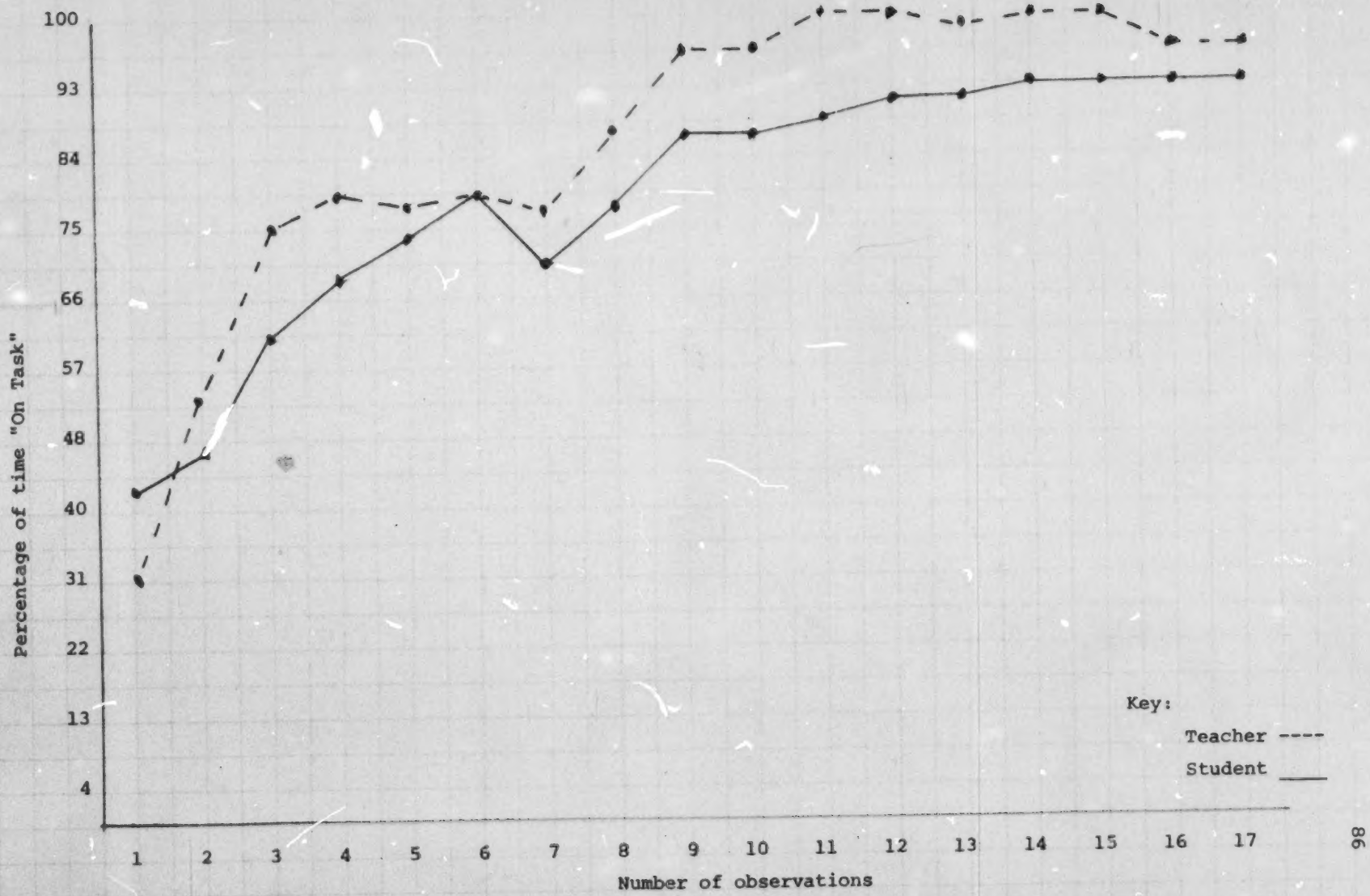

Fig. 7. A comparison of Teacher #7 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #7.

Student 7

This student's change in "On Task" behavior from observation #1 to observation #17 is an impressive 51 points. The final plateau, observations #14-#17, might not be as high as other project students, but, considering the progress made, does not detract from these scores. A slight regression is noted for observations #7 and #8, but these do not appear to be of great importance for the progress made by the student.

Teacher 7

The change from observation #1 to observation #17 of 65.5 points was one of the more impressive improvements in scores of the teacher participants. Teacher #7 was able to maintain a record of 96.5% to 100% "on task" ratio for observations #9 through #17. This was over half of the total project observations. These are in groups of 4 observations at the 96.5% level, 1 at the 98% level, and 4 at the 100% level.

Following is a table comparing the "On Task" behavior time of student #8 and teacher #8, during each observation.

TABLE 8.

A Comparison of "On Task" Behavior Time of Student #8 and Teacher #8

Observation	Student #8 "On Task" Behavior Time %	Teacher #8 "On Task" Behavior Time %
1	37%	42%
2	44%	79.5%
3	44%	88.5%
4	61.5%	100%
5	70.5%	100%
6	75%	100%
7	66%	100%
8	70.5%	100%
9	78.5%	100%
10	78.5%	100%
11	87%	100%
12	78%	100%
13	88.5%	100%
14	93%	100%
15	93%	100%
16	93%	100%
17	93%	100%

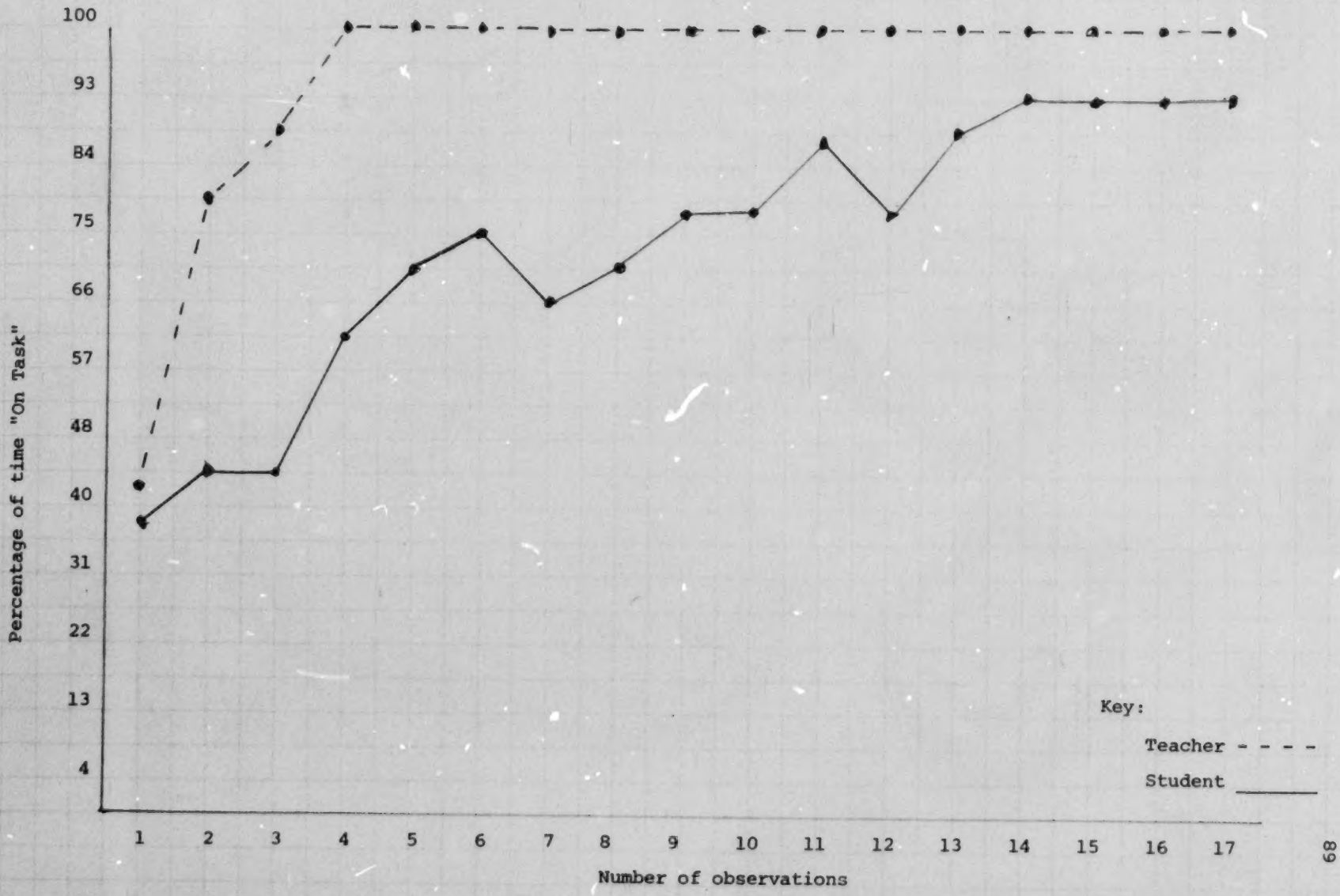

Fig. 8. A comparison of Teacher #8 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #8.

Student 8

Student #8's progress from a 37% ratio for "On Task" behavior for observation #1 to 93% ratio for observation #17 indicates an increase of 56 points. This is well above the requirements set for objective 2. While the rate was not constant during the treatment period, a high plateau of 93% was reached and maintained for the last few observations. It appears, through analysis of the observational records, that this student would begin an upward movement for a certain number of observations, and then a slight regression would be evident. The upward trend would begin again, followed by another regression. This occurred until the plateau of 93% was reached and maintained.

Teacher 8

The success the teacher had with the tenets of the project can be seen by the substantial improvements noted by the observation records. An increase of 58 points from observation #1 to observation #17 is a most outstanding record. Teacher #8 was able to reach to 100% observation ratio during observation #4 and maintain this extremely high percentage level for the remainder of the project. This was the highest level maintained by any participating teacher.

Following is a table comparing the "on task" behavior time of student #9 and teacher #9, during each observation.

TABLE 9.

A Comparison of "On Task" Behavior Time of Student #9 and Teacher #9

Observation	Student #9 "On Task" Behavior Time %	Teacher #9 "On Task" Behavior Time %
1	44%	44%
2	57%	66%
3	69%	88.5%
4	70.5%	100%
5	81.5%	100%
6	94.5%	100%
7	94.5%	100%
8	86%	100%
9	93%	100%
10	93%	100%
11	96.5%	100%
12	100%	100%
13	100%	100%
14	100%	100%
15	98%	100%
16	100%	100%
17	100%	100%

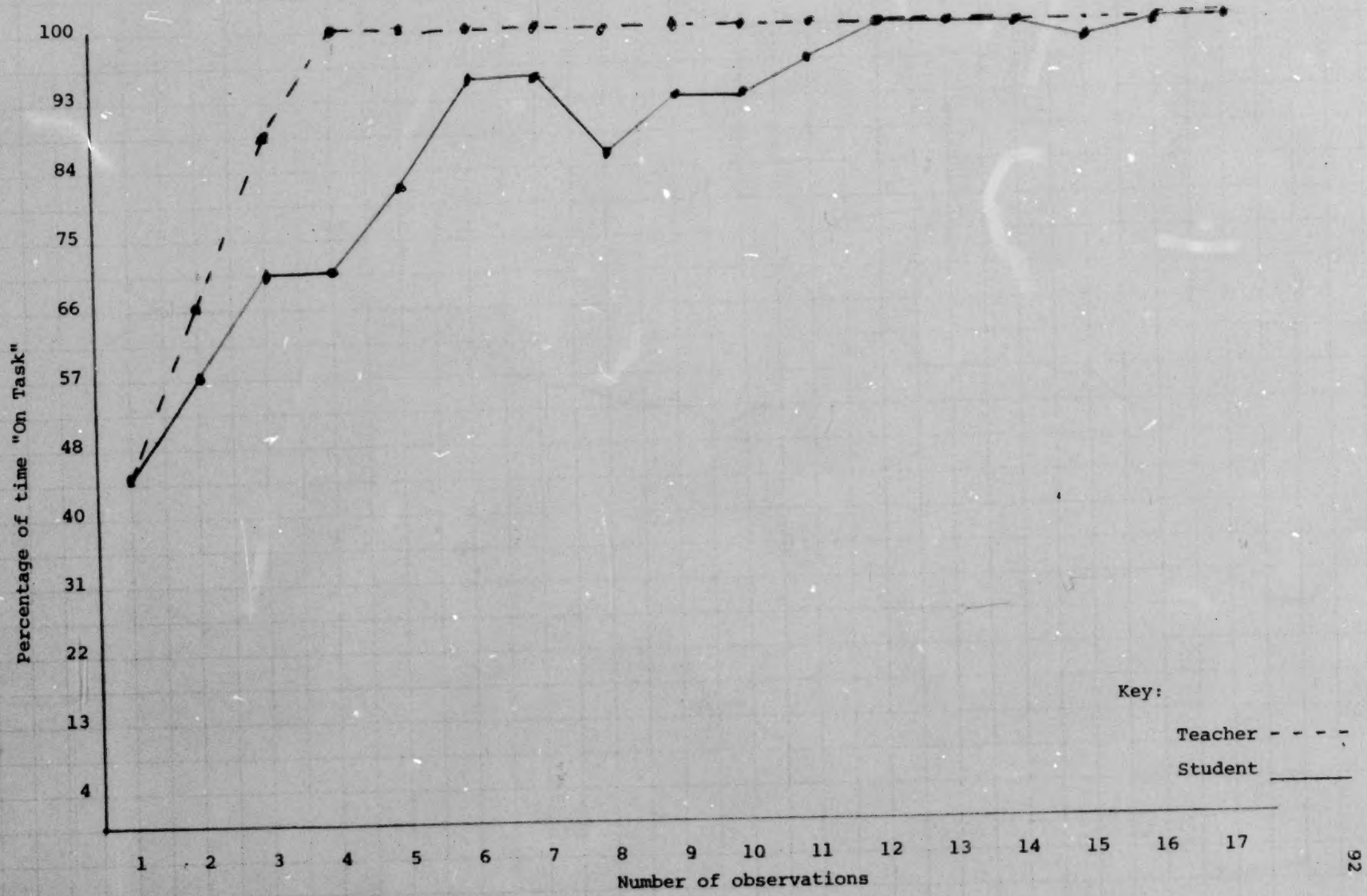

Fig. 9. A comparison of Teacher #9 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #9.

Student 9

By demonstrating a 56 point increase between the first and final observation, student #9 exceeded the criteria set forth for objective #2. Eleven of the seventeen observations had an "on task" ratio above 90%. This would seem to indicate that student #9 had an attitude that was open to change and positive motivation.

Teacher 9

The seemingly high correlation between student #9 and teacher #9 is reflected in the change that occurred for teacher #9 from the first to final observation. Both teacher and student had a 56 point increase between the two observations. The 100% "on task" ratio for teacher #9, for observations 4 through 17, again seems to indicate a willingness to change in attitude and practice, which was one of the objectives.

Following is a table comparing the "on task" behavior time of student #10 and teacher #10, during each observation.

TABLE 10.

A Comparison of "On Task" Behavior Time of Student #10 and Teacher #10

Observation	Student #10 "On Task" Behavior Time %	Teacher #10 "On Task" Behavior Time %
1	8.5%	4%
2	8.5%	13%
3	13%	17%
4	26.5%	84%
5	15%	31%
6	31%	52.5%
7	40%	91%
8	40%	54%
9	35.5%	93%
10	68.5%	96.5%
11	74%	99%
12	66%	96.5%
13	88.5%	96.5%
14	96.5%	96.5%
15	96.5%	96.5%
16	96.5%	96.5%
17	96.5%	96.5%

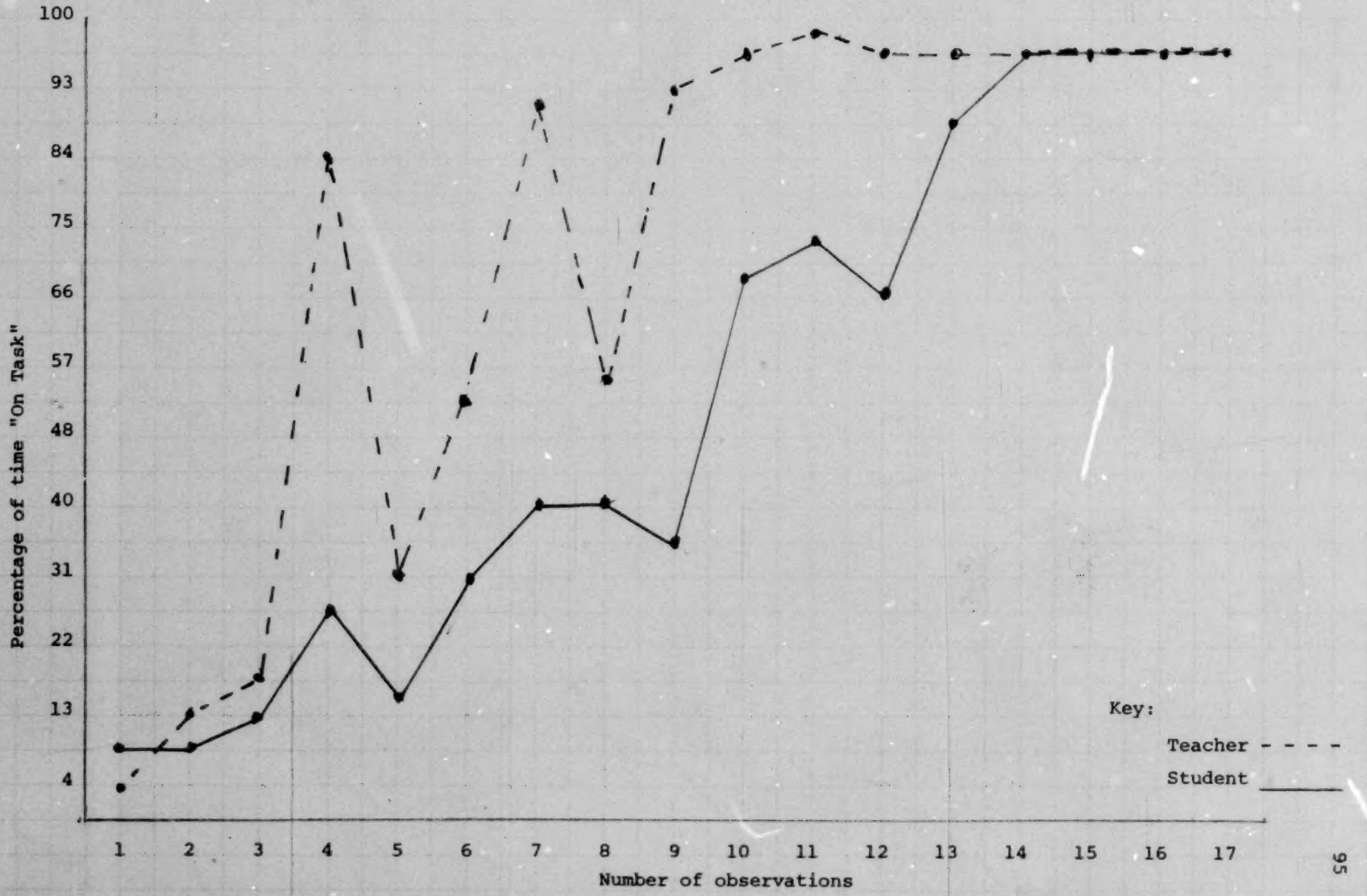

Fig. 10. A comparison of Teacher #10 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #10.

Student 10

Student #10 began the project with one of the lowest "on task" ratios recorded. However, the final recording for observation #17 of 96.5%, an 88 point increase in the percent of time "on task", is one of the most significant changes of any of the participating students. The progress of student 10 is not a smooth upward movement, but rather a succession of progressions and regressions. However, the final four observations, being recorded at the 96.5% level, reflects a high level of positive change.

Teacher 10

Teacher #10 had a beginning score of 4%, which was the lowest level of any participating teacher. By observation #7, the teacher had moved up to the 90%, or above, rank with only one regression (observation #8). A final observation recorded at 96.5% gives teacher #10 the greatest increase of any participant - 92.5 percentage points. As with other participants, the upward movement was not a smooth increase, but one of forward movement, with slight regression and the forward pacing again.

Following is a table comparing the "on task" behavior time of student #11 and teacher #11, during each observation.

TABLE 11.

A Comparison of "On Task" Behavior Time of Student #11 and Teacher #11

Observation	Student #11 "On Task" Behavior Time %	Teacher #11 "On Task" Behavior Time %
1	35.5%	48%
2	40%	70.5%
3	52.5%	70.5%
4	35.5%	61.5%
5	35.5%	70.5%
6	44%	79.5%
7	22%	52.5%
8	44%	84%
9	61.5%	93%
10	66%	96.5%
11	70.5%	100%
12	88.5%	96.5%
13	88.5%	100%
14	93%	96.5%
15	93%	100%
16	93%	100%
17	93%	100%

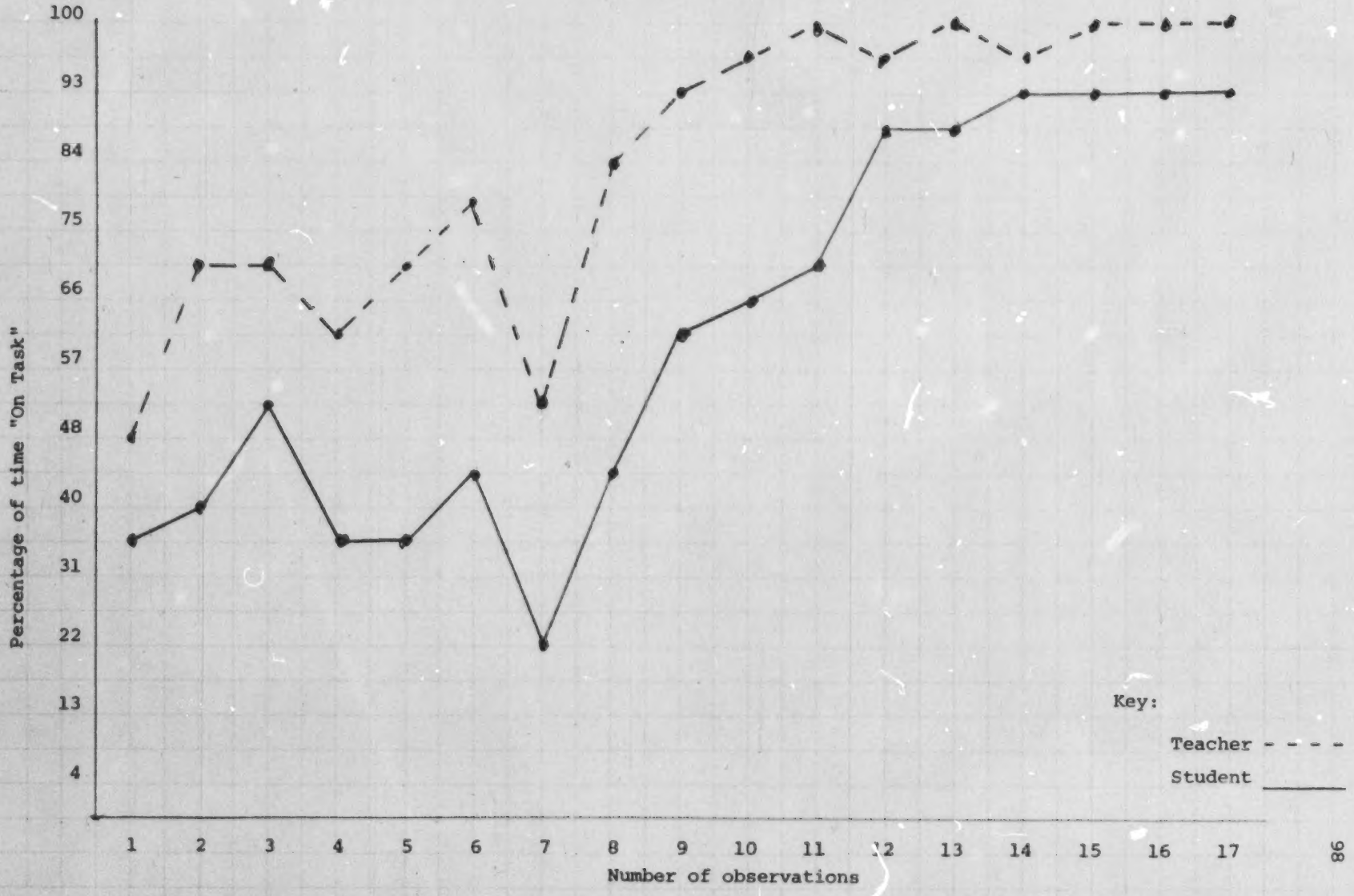

Fig. 11. A comparison of Teacher #11 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #11.

Student 11

Student #11 achieved objective #2 with a 57.5 point increase between observation #1 and observation #17. This upward movement appeared to be rather smooth, with the exception of observations #4, #5, and #7, where slight regressions were noted. The maintaining of the 93% level for observations 14-17 seems to indicate a positive response to the Adlerian tenets.

Teacher 11

A 52 point increase in teacher #11's performance between the first and final observations seems to indicate a positive change for this participant. With the last eight of the seventeen observations at, or above, the 93% level, would seem to be an indication of the progress made by the teacher and rank her with the more successful participants.

Following is a table comparing the "on task" behavior time of student #12 and teacher #12, during each observation.

TABLE 12.

A Comparison of "On Task" Behavior Time of Student #12 and Teacher #12

Observation	Student #12 "On Task" Behavior Time %	Teacher #12 "On Task" Behavior Time %
1	4%	13%
2	4%	22%
3	15%	22%
4	22%	17.5%
5	19%	26.5%
6	31%	48%
7	55%	84%
8	60%	96.5%
9	70.5%	96.5%
10	70.5%	96.5%
11	70.5%	93%
12	79.5%	96.5%
13	90.5%	96.5%
14	93%	100%
15	93%	96.5%
16	93%	100%
17	93%	100%

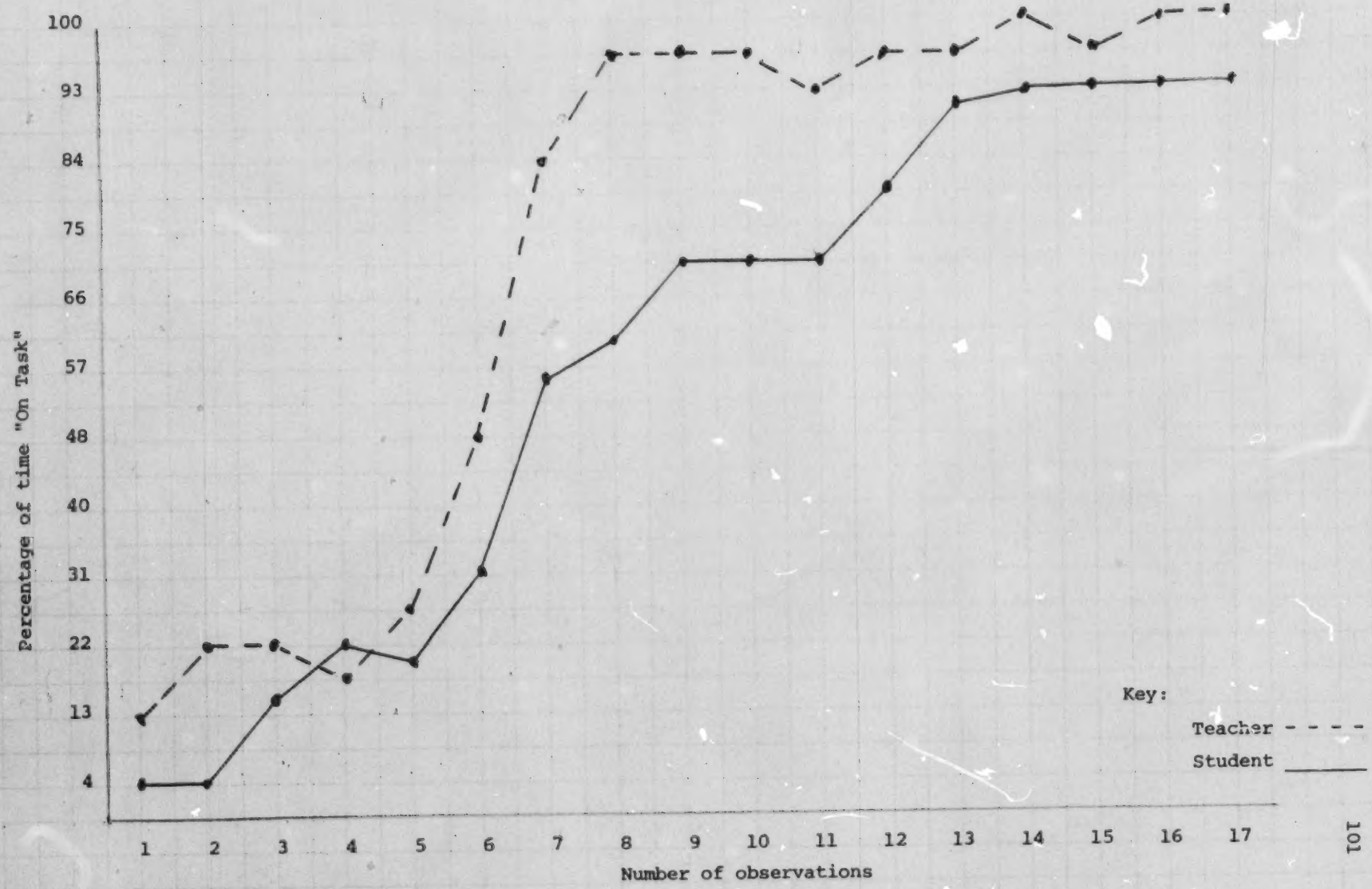

Fig. 12. A comparison of Teacher #12 "On Task" use of an alternative behavior pattern and "On Task" behavior for Student #12.

Student 12

An increase of 89 points between the first and final observation ranks this student as the most successful in terms of change in behavior. The progression to the final 93% plateau for the final three observations is a smooth, upward movement with the exception of observation #5, where a slight regression was recorded. The leveling at 70.5% for observations #9, #10, and #11 was not a hinderance to the student but appeared to be a regrouping toward higher movement.

Teacher 12

The unusual increase of 87 points for this teacher would seem to indicate a very positive change in attitude and practices by task #12. It can be noted that from the eighth through the seventeenth observations, all percentage scores were above the 93% level. This teacher and student had the greatest increase in the time recorded as being "on task" of all participants.

Performance Objective 4

To achieve the goal of this practicum, it was essential that teachers understand and implement the principles of the Adlerian Theory of Psychology effectively in the classroom. To ensure that this was achieved, it was also essential that an evaluative instrument be administered to assess the teacher's knowledge of the basic fundamental elements of the theory being used. The instrument must also determine if the teacher was applying the essential principles of the approach to the identified students.

The Problem Analysis/Solution Grid II, data gathering instrument, was selected to accomplish this task. The instrument provided the teacher an opportunity to record the interaction of teacher and student in the classroom.

Performance objective 4 states that after having participated in the training workshops, a teacher will have demonstrated an understanding of the Adlerian principles if 55% of the teachers in the study group agree with the data gathered by the teacher on the Problem Analysis/ Solution II on a student. The following Table #13 depicts the judgmental results of the teacher study groups of each of its members. (See page 104)

TABLE 13.

Group Judgment of Individual Members Understanding of the Adlerian Theory of Psychology

Group #1	Agree	Disagree
Teacher 1	71%	29%
Teacher 2	57%	43%
Teacher 3	57%	43%
Teacher 4	85%	15%
Teacher 5	100%	0%
Teacher 6	57%	43%
Group #2		
Teacher 8	57%	43%
Teacher 9	85%	15%
Teacher 10	57%	43%
Teacher 11	100%	0%
Teacher 12	100%	0%
Teacher 13	100%	0%
Teacher 14	85%	15%
Group #3		
Teacher 15	57%	43%
Teacher 16	57%	43%
Teacher 17	85%	15%
Teacher 18	57%	43%
Teacher 19	57%	43%
Teacher 20	100%	0%
Teacher 21	85%	15%

Table 13 continued

Group #4	Agree	Disagree
Teacher 22	100%	0%
Teacher 23	57%	43%
Teacher 24	71%	29%
Teacher 25	100%	0%
Teacher 26	71%	29%
Teacher 27	85%	15%
Teacher 28	100%	0%

In analyzing the data gathered by the Problem Analysis/Solution Grid II, ten teachers achieved only 57% group agreement. Group disagreement was on identical items. The group disagreed with these teachers on their description of their reaction to the behavior that the student exhibited. In each case where the study group disagreed with these teachers, it was the consensus of the group that the teachers' reactions should have denoted power.

There appeared to be a 100% agreement on all twenty-eight teachers' descriptions of the disruptive student's behavior and the students' reaction to the teachers' reaction. The nineteen teachers who did not achieve 100% group agreement failed, in the opinion of their respective study group, to present an acceptable possible solution to the problem.

One possible reason for the ten teachers failing to describe power as their reaction toward the student, may have been that they found it difficult to admit publicly that they were capable of feeling angry toward a student. Another possible explanation might be that they also

found it equally difficult to admit that a student in their classroom could challenge their leadership.

Although all teachers achieved performance objective 4, there was a wide range in the percentage of agreement among the teachers in each study group. The range was from 57% group agreement to 100% with ten teachers receiving 57% group agreement, three teachers receiving 71%, six teachers receiving 100% agreement from their respective study group.

Performance Objective 5

In the design of the practicum, one element was that the teachers of disruptive students would implement the alternative behavior pattern recommended by their study group. This was determined by comparing the number of disruptive instances on the pre-Data Sheet of Disruptive Behavior with the number of disruptive instances on the post-Data Sheet of Disruptive Behavior.

Performance objective 5 states that after the teacher has completed the training workshops and participated in a teacher study group, the teacher will demonstrate the ability to successfully implement an alternative behavior pattern in the classroom. This will be indicated if there is a 25% decrease in the number of disruptive instances, as recorded on the Data Sheet of Disruptive Behavior, before the treatment period as compared to the instances of disruptive behavior recorded on the same instrument at the end of the treatment period.

The data gathered on a student by the teacher on the Data Sheet of Disruptive Behavior covered intervals of five consecutive days. This record on the student was kept beginning one interval before the treat-

ment period and continuing one interval after the treatment period. The following data in Table 14 shows the number of instances of disruptive behavior of the student in a teacher's classroom, on the interval before the treatment period and the interval subsequent to the treatment period. The table also indicates the decrease in the number of instances of disruptive behavior of the students, as well as the percentage of decrease.

Each study group in table 14 reflects the data gathered by each teacher on a disruptive student.

TABLE 14.

A Comparison of Disruptive Behavior
Pre and Post Treatment Period

Teacher Study Group #1

Teachers	Pre	Post	Difference	Percentage
Teacher #2	86	50	36	41%
Teacher #1	94	68	26	28%
Teacher #3	121	89	32	26%
Teacher #4	126	64	62	49%
Teacher #6	130	91	39	30%
Teacher #5	161	119	42	26%
Teacher #7	263	85	178	67%

Teacher Study Group #2

Teacher #14	77	54	23	30%
Teacher #9	79	28	51	64%
Teacher #12	86	35	51	59%

Table 14 continued

Teacher Study Group #2 continued

Teachers	Pre	Post	Difference	Percentage
Teacher #13	90	66	24	27%
Teacher #10	101	34	67	66%
Teacher #11	115	56	59	51%
Teacher #8	155	78	77	50%
Teacher Study Group #3				
Teacher #17	77	47	30	38%
Teacher #19	80	59	21	26%
Teacher #15	81	40	41	50%
Teacher #20	85	30	55	64%
Teacher #21	87	63	24	28%
Teacher #18	106	64	42	39%
Teacher #16	112	81	31	28%
Teacher Study Group #4				
Teacher #28	75	30	45	60%
Teacher #27	79	53	26	33%
Teacher #26	83	39	44	53%
Teacher #23	84	46	38	45%
Teacher #24	92	47	45	49%
Teacher #25	96	21	75	78%
Teacher #22	112	46	66	59%

There appears to be a wide range in the number of instances of disruptive behavior recorded by the teachers during the pre-treatment interval. Teacher #7 recorded 263 instances of disruptive behavior during this interval. Teacher #28 recorded 75 instances of disruptive behavior during the same interval. In the post-treatment interval, teacher #5 recorded 119 instances of disruptive behavior, while teacher #25 recorded only 21 instances of disruptive behavior.

The goal of the practicum was to reduce disruptive behavior in the school. Teachers also interpreted the achieving of this goal as an indirect means of providing them with additional time for instruction.

In a survey, the teachers had indicated that, on the average, one-fourth of the students' instructional day was consumed in attempting to cope with disruptive students.

The total number of instances of disruptive behavior, of the students, recorded by the twenty-eight staff members was 2,933. This indicates a mean of 105 instances of disruptive behavior per classroom per week. The mean number of instances of disruptive behavior per student per day during the pre-treatment period was 21.

Comparing the instances of disruptive behavior to the instructional time consumed, based on a five and one-half hour day of instructional time for the student, the 21 instances would appear to consume approximately one-fourth of the instructional time. The students' instructional day consists of 330 minutes. One-fourth of 330 minutes equals 82.5 minutes. It would appear that the teacher spent approximately four minutes per instance, coping with the disruptive behavior.

The following Table 15 illustrates the instructional time consumed per teacher in coping with the instances of disruptive behavior of the students, and the approximate time consumed by the total staff during the pre-treatment internal.

TABLE 15.

Pre-Treatment

2933	=	total number of instances of disruptive behavior recorded by the twenty-eight teachers during the pre-treatment five-day interval.
586.5	=	the mean number of instances of disruptive behavior recorded by the twenty-eight teachers per day.
20.9	=	the mean number of instances of disruptive behavior recorded by each teacher per day.
330	=	the number of instructional minutes per day for students.
82.5	=	one-fourth of the instructional minutes of the student's instructional day.
3.92	=	the mean number of minutes consumed by the individual teacher in coping with each disruptive instance.
2310	=	the approximate number of minutes of instructional time lost by the total staff per day.

The following Table 16 illustrates the mean of instructional time consumed per teacher in coping with the instances of disruptive behavior of the students, and the approximate time consumed by the total staff in coping with these students during the post-treatment internal.

TABLE 16.

Post-Treatment

1593	=	the total number of instances of disruptive behavior recorded by the twenty-eight teachers during the post-treatment five-day interval.
318.6	=	the mean number of instances of disruptive behavior recorded by the twenty-eight teachers per day.
11.7	=	the mean number of instances of disruptive behavior recorded by each teacher per day.
3.92	=	the mean number of minutes consumed by an individual teacher in coping with each disruptive instance.
45.8	=	the mean number of minutes consumed by each teacher per day coping with disruptive behavior in the classroom.
1282.4	=	the total minutes consumed by the twenty-eight teachers coping with the disruptive students per day.

In reviewing Table 16, each teacher indicates that she achieved at least 25% or more decrease in the number of instances of disruptive behavior in her classroom. What is probably more significant is the increase in additional time for instruction. An extrapolation, based on the data acquired, would mean that based upon a 25% decrease in the number of instances of disruptive behavior in the classroom, each teacher would increase her time for instruction by an average of 25.7 minutes per day.

Performance Objective 6

The attitude of the teachers appeared to be one major concern upon which the practicum must focus. This was made manifest in the responses on the teacher survey administered by the district superintendent. To determine if the practicum focused on this problem, an instrument for determining positive change in teacher attitude was needed. The assumption made by the team was that the instrument used should be congruent with the twelve disruptive behaviors listed on The Behavior Data Sheet. The Teacher Questionnaire, developed under the guidance of the State Department of Education, Division of Guidance, appeared to satisfy this criteria.

Performance objective 6 states that a positive change in the teachers' attitude will be demonstrated if there is a 10% increase in the number of positive responses on the questionnaire at the end of the treatment period, as compared to the positive responses on the questionnaire administered before the treatment period.

The following Table 17 depicts the results achieved by each teacher on the Teacher Questionnaire.

TABLE 17.

Percentage of Positive Increase in Teacher Attitude

	Pre	Post	Percentage of Positive Increase
Teacher 1	140	160	14%
Teacher 2	135	155	15%
Teacher 3	134	150	12%
Teacher 4	100	115	15%
Teacher 5	122	134	13%
Teacher 6	85	95	10%
Teacher 7	142	158	11%
Teacher 8	120	134	12%
Teacher 9	130	146	12%
Teacher 10	133	146	10%
Teacher 11	123	138	12%
Teacher 12	112	127	13%
Teacher 13	82	98	20%
Teacher 14	89	100	12%
Teacher 15	126	144	14%
Teacher 16	83	91	10%
Teacher 17	96	111	16%
Teacher 18	101	113	12%
Teacher 19	105	118	14%
Teacher 20	110	127	15%
Teacher 21	112	123	10%
Teacher 22	98	110	12%
Teacher 23	87	97	11%

Table 17 continued

	Pre	Post	Percentage of Positive Increase
Teacher 24	106	120	13%
Teacher 25	139	152	10%
Teacher 26	104	116	12%
Teacher 27	112	123	10%
Teacher 28	136	151	11%

An analysis of these results indicates the lowest pre-score for any teacher was eighty-two. This was recorded by teacher 13. The highest pre-score registered by any teacher was 142. This was achieved by teacher 7. The significance of these two scores appears to be found in the comparison of this score with the average teacher's score. The developers of this instrument indicate that a disruptive student should receive a score of 105 by the average classroom teacher. Teacher 13 scored twenty-three points below the average teacher, while teacher 7 scored thirty-seven points above the average teacher. A difference of sixty points is indicated between these two teachers.

A further review of Table 17 revealed that the highest post-score was 160. This was recorded by teacher 1. The lowest post-score registered by any teacher was 91. This was recorded by teacher 16. Although teacher 16's post-score did not equal the 105 score achieved by the average teacher, it was significant as far as achieving the ten percent positive growth relative to the prediction of the Performance Objective #6.

An item analysis of the Teacher Questionnaire revealed that the five teachers who scored below the average teacher, on both the pre- and post-questionnaire, missed the same identical item on both questionnaires. Each of these items indicate a personal involvement between the teacher and student. The five teachers scored a weight factor of one on the fourteen identical items of the sixteen items on the Teacher's Questionnaire that indicated teacher-student personal involvement on the pre-questionnaire. The post-questionnaire reveals that the five teachers scored a weight factor of one on ten identical items, which would indicate teacher-student personal involvement. It would appear that in this area, these five teachers indicated a growth of only four points, but they still achieved the ten percent growth predicted.

Performance Objectives 7 and 8

The results of the teacher survey administered by the district superintendent indicated a negative teacher attitude toward themselves. It appears that this negative attitude might be partially responsible for the problem that the school faced.

In general, most psychologists agree that a person will perform a task more efficiently if he, or she, feels good about themselves, and feels good about the task. Therefore, the team deemed it necessary to focus on this problem. A method of focusing on this area of concern, to achieve improvement, appears to be found in the process of the teacher study group. The format of the teacher study group permits free exchange of ideas on student behavior, teacher behavior toward the student, purpose of teacher's reaction, and an impartial observation of the total

interaction of teacher and student as presented in the teacher study group. The two instruments: a) How do you rate yourself as a teacher? and b) How do you see yourself as a teacher? developed by Hardee Elementary School, under the supervision of the Guidance Division of the State Department of Education, were selected to measure the possible positive growth.

Objective 7 states that after having completed the training workshops and participating in a teacher study group, the teacher will demonstrate a positive change in attitude. This will be demonstrated if there is a 10% increase in the positive responses on the instrument at the end of the treatment period, as compared to the positive responses on the instrument prior to the beginning of the treatment period. All participants achieved the objectives. The variation in the achievement of this objective was from the minimum 10% as required by the objective to a 50% positive change.

A regrouping of the scores seems to indicate that the following changes occurred: 14 teachers changed 10%, 9 teachers changed 20%, 2 teachers changed 30%, 2 teachers changed 40%, and 1 teacher changed 50%.

The Figure 13, which follows, represents the pre-treatment raw score compared with the post-treatment raw score. This again indicates the variation not only in growth scores, but also the variations in the beginning points.

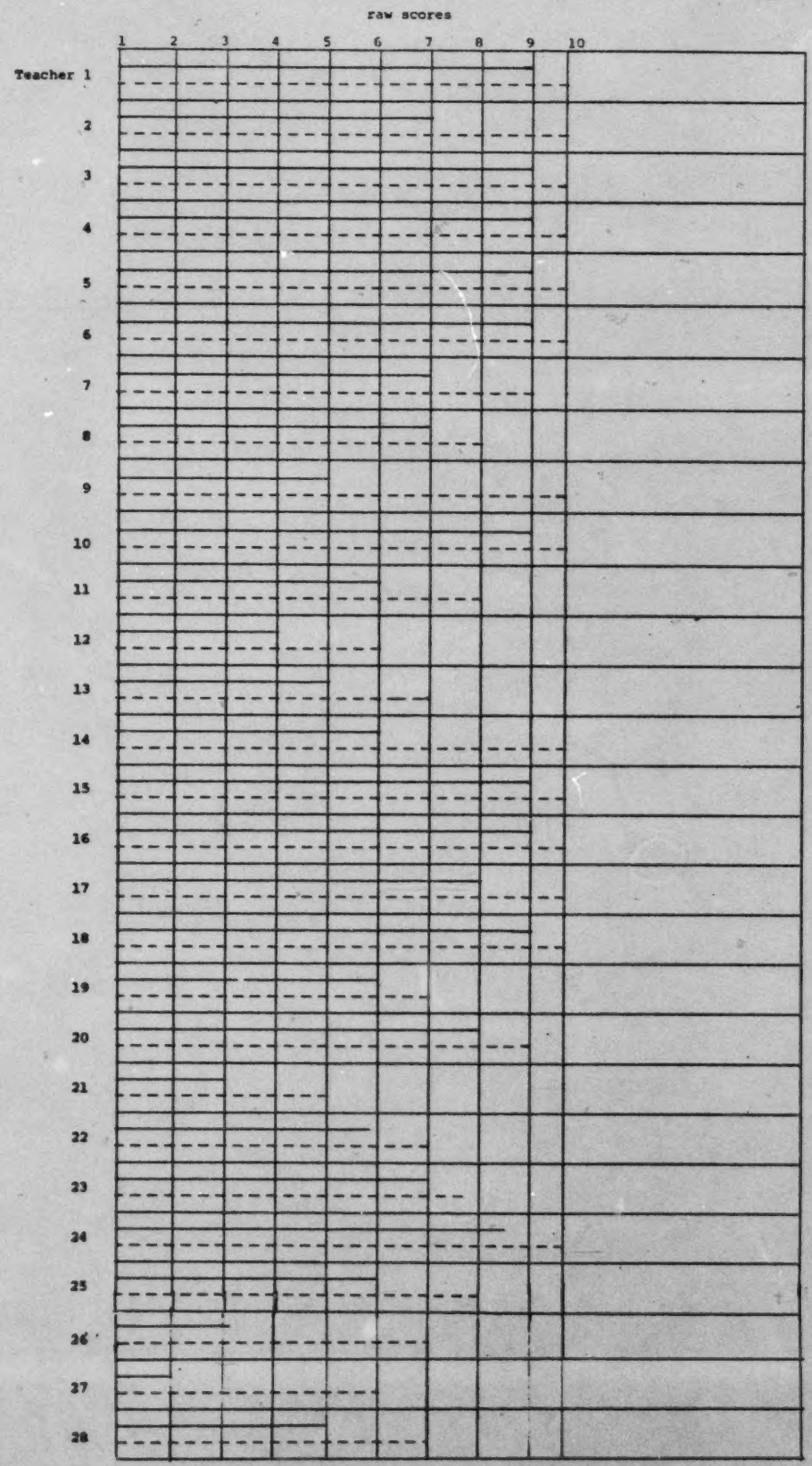

Fig. 13. Comparing of Pre and Post Treatment Raw Score.

median beginning raw score: 6.82
median ending raw score: 8.64
median change post raw score for all teachers: 1.82

Key: _____ beginning raw score
_ _ _ _ ending raw score

Performance Objective 8

This objective states that between the pre-treatment and post-treatment period, each participant will gain a minimum of one step on the self-evaluation scale of the perception the teacher has of herself. In tabulating the difference between the two administrations of the instruments, it was found that all teachers increased one step on the self-evaluation scale. The average increase for all teachers was 1.32 steps. The lowest beginning step was five (1 teacher) and the highest beginning step was nine (5 teachers) with the median being step 7. The post-treatment tabulation of the post-treatment steps indicated teachers had moved to a low of step 7 (3 teachers) to a high of 10 (7 teachers), with a median step of 8.5.

The figure below represents the change in the total group raw scores between the pre-treatment and post-treatment period.

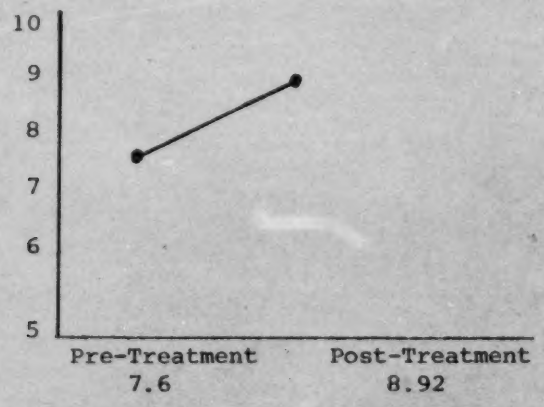

Fig. 14. Change in total group raw scores--pre & post treatment periods.

Performance Objective 9

The proponents of the Adlerian Theory of Psychology indicate that all behavior is motivated purposive and goal directed. They further indicate that it is essential that the goal be understood, and once this is achieved, the purpose can be changed.[19] The Problem Analysis/Solution Grid I was used by each teacher to identify the mistaken goal of the student being discussed in the study group.

Performance objective 9 states that after having completed the training workshops and participating in a teacher study group, the teacher will demonstrate the ability to identify the mistaken goal of a student, if 55% of the members of the teacher study group are in agreement with the goal identified, by the teacher, as the mistaken goal of the student being discussed.

The following Table 18 depicts the judgmental results of the teacher study groups of each of its members.

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[19] Op. cit., p. 13.

TABLE 18.

Group Judgment of Individual Member's Ability
to Identify A Student's Mistaken Goal

Group #1	Agreement	Disagreement
Teacher 1	85%	15%
Teacher 2	71%	29%
Teacher 3	57%	43%
Teacher 4	71%	29%
Teacher 5	100%	0%
Teacher 6	57%	43%
Teacher 7	85%	15%
Group #2		
Teacher 8	85%	15%
Teacher 9	85%	15%
Teacher 10	57%	43%
Teacher 11	100%	0%
Teacher 12	85%	15%
Teacher 13	100%	0%
Teacher 14	85%	15%
Group #3		
Teacher 15	71%	29%
Teacher 16	57%	43%
Teacher 17	85%	15%
Teacher 18	85%	15%
Teacher 19	57%	43%
Teacher 20	100%	0%
Teacher 21	100%	0%

Table 18 continued

Group #4	Agreement	Disagreement
Teacher 22	85%	15%
Teacher 23	57%	43%
Teacher 24	71%	29%
Teacher 25	100%	0%
Teacher 26	71%	71%
Teacher 27	71%	71%
Teacher 28	85%	85%

In analyzing the data gathered by each teacher on the Problem Analysis/Solution Grid I, there was an indication that in those cases where the students' goal was power, all teachers were judged as identifying this goal correctly. This appears to indicate that the teacher can recognize power clues in other teachers, but appear to have difficulty in accepting the idea that they themselves might be emanating these power clues. This assumption appears to receive some merit when this data is viewed with the data gathered by the Problem Analysis/Solution Grid II.

It would appear, based on the judgment of each teacher study group, that there is a wide range in the ability of the individual teachers to identify the mistaken goal of the student. In each of the study groups, at least one teacher appears to receive only 57% of the group judgmental approval in her identification of the students' mistaken goal. Also, in each of the study groups, there appears at least one teacher who received 100% group approval. This indicates

a difference of 43% between the highest percentage of approval received by a teacher, and the lowest percentage of approval received by a teacher in each of the study groups. The results of each study group judgment indicated that each teacher achieved the 55% group approval, as predicted in performance objective 9.

Performance Objective 10

In general, psychologists agree that the attitude a student has may affect his behavior. If he has a low self-concept of himself, he may be a discipline problem, or experience learning difficulty. The Student Questionnaire was developed to aid in determing how a student felt about himself. It would appear that if this instrument was administered before and after a treatment period, change that occurred could be detected.

Objective 10 states that after participating in the treatment program, a positive change in attitude toward himself will be demonstrated if there is a 15% increase in the positive responses on the post-questionnaire, as compared to the pre-treatment questionnaire.

The following Table 19 depicts the percentage of positive change in attitude that each student registered.

TABLE 19.

Percentage of Positive Change in Attitude for Each Student

Number of Students	Percentage of Positive Change
5	30%
1	25%
6	20%
8	18%
4	17%
2	16%
9	13%
13	12%
12	10%
2	7%
1	2%

Analysis of Table 19 indicates that twenty-six students obtained a positive change in attitude of 15%, or greater. The highest percentage of positive change achieved by a student was 30%, and the lowest positive changed recorded by a student was 2%. This indicates a difference of 28% between the highest and lowest percentage of positive change registered by two participants. Table 19 indicates that thirty-seven students achieved a positive change in attitude of less than 15%. This would appear to be below the prediction of achievement stated in performance objective 10. A reasonable answer to the failure of achievement of performance objective 10 might be either the predicted percentage of positive change was too high, or the instrument may not

effectively measure what it was designed to measure. It is also possible that the Adlerian Approach, as used in this practicum, did not necessarily focus on the improving of the students' self-concept.

Performance Objective 11

One problem stated in the practicum was that many parents who had disruptive children in school, blamed the school for the students' disruptive behavior. Walton, in his manual, Winning Children Over, indicates that certain patterns of behavior that exist in the home may be contributing to the disruptive behavior of the student in school. Therefore, one facet of the practicum was designed to focus on the interaction of the student with his parents and other siblings in the home. The parent study groups and training workshops were designed to provide parents with an understanding of parent-child interaction and how this interaction affected the child's behavior pattern.

To determine what change there would be in the parents' attitude by the treatment program, the Attitude Questionnaire was selected to be administered pre- and post-.

Performance objective 11 states that after attending the training workshops and participating in a parent study group, parents will have an awareness of their role in the development of both "good" and "bad" behavior patterns that their children exhibit in school. The parents will demonstrate this awareness by agreeing with 15% more of those statements on the post-attitude questionnaire than on the pre-attitude questionnaire, which indicated that parents are responsible

for behavior patterns their children exhibit.

There was a wide variation of scores pre- and post- among the eighty parents who participated in the program. Table 20 depicts the parents pre- and post-scores on the Attitude Questionnaire.

TABLE 20.

A Comparison of Parents' Attitude Scores and Percentage of Growth

No. of Parents	Pre-Score	Post-Score	Percentage of Growth
1	12	14	16.70
2	13	15	15.38
2	14	17	21.43
3	15	18	20.00
3	16	19	18.75
3	17	20	17.65
3	18	21	16.67
5	19	22	15.79
5	20	23	15.00
2	21	25	19.05
3	22	26	18.18
1	23	27	17.39
3	25	29	16.00
5	27	32	18.52
4	28	33	17.86
3	29	34	17.24
2	30	35	16.67
2	31	36	16.13

Table 20 continued

No. of Parents	Pre-Score	Post-Score	Percentage of Growth
3	32	37	15.63
3	33	38	15.15
2	34	40	17.65
1	35	41	17.14
3	36	42	16.67
1	29	36	24.14
1	33	41	22.24
5	34	41	20.59
1	35	42	20.00
1	21	27	22.22
4	25	30	20.00
3	26	30	15.38

In summarizing the results of the pre- and post-treatment scores on table 20, the following results were demonstrated:

1. The range of scores on the pre-Attitude Questionnaire was from fourteen to forty-two.
2. The range of percentage of growth on both pre- and post-Attitude Questionnaire was from 15.00% to 24.24%.
3. The mean percentage growth for the total group of parents was 17.36%.

Analysis of these results indicates that in all cases, performance objective 11 was met, or surpassed.

Performance Objective 12

How an individual perceives the task, how he feels about it, will determine the degree of involvement and of learning which results. Based on this supposition, the self-evaluation instrument, How Do You Rate Yourself As A Parent? was one instrument selected to determine the positive growth that a parent would achieve between the pre- and post-self-evaluation. The instrument was composed of ten items, each with an equal value of 10%. It was possible for a parent to register a difference of 90% between the pre- and post-treatment period.

The following Table 21 depicts the percentage of positive change of each parent as measured by the How Do You Rate Yourself As A Parent? evaluation instrument.

TABLE 21.

Percentage of Positive Growth for Each Parent

No. of Parents	Pre	Post	Percentage of Positive Growth Per Parent
1	1	9	90%
1	2	4	20%
1	2	7	50%
1	3	5	20%
1	3	7	40%
1	3	8	50%
5	4	5	10%
2	4	6	20%

Table 21 continued

No. of Parents	Pre	Post	Percentage of Postive Growth Per Parent
4	4	7	30%
2	4	8	40%
1	4	9	50%
4	5	6	10%
6	5	7	20%
1	5	10	50%
8	6	7	10%
2	6	8	20%
1	6	10	40%
10	7	8	10%
6	7	9	20%
2	7	10	30%
9	8	9	10%
3	8	10	20%
8	9	10	10%

Performance objective 12 stated that parents would show a 10% increase between the pre- and post-treatment periods, as measured by a self-evaluation survey. All participants met the established criteria of a 10% increase. The range of improvement was from a low of 10% to a high of 90%. The variation in raw scores for the pre-treatment period was from 1 to 9. The range of raw scores for the post-treatment indicate that participants, individually and as a group, experienced some growth in the area of rating themselves as parents.

Performance Objective 13

Another instrument used to determine if there had been a positive change in the attitude of the parent, between the pre- and post-treatment period, was the How Do You See Yourself As A Parent? (See Appendix N.) This instrument was designed to represent a ladder, with each step having a point value of one. The parent was asked to respond to three questions relative to a self-evaluation of how he saw himself as a parent. It was possible for a parent to demonstrate a zero positive attitude to a point value of ten.

The following Table 22 depicts the steps of positive change of each parent, as measured by the How Do You See Yourself As A Parent? self-evaluation instrument.

TABLE 22.

The Number of Positive Steps for Each Parent

No. of Parents	Pre	Post	No. of Positive Steps Per Parent
2	3	4	1
4	3	5	2
1	3	6	3
3	3	7	4
5	4	5	1
4	4	6	2
1	4	7	3
1	4	9	5
6	5	6	1

Table 22 continued

No. of Parents	Pre	Post	No. of Positive Steps Per Parent
4	5	7	2
5	5	8	3
9	6	7	1
3	6	8	2
8	7	8	1
4	7	9	2
10	8	9	1
2	8	10	2
8	9	10	1

As stated in objective 13, the effectiveness of the program was evaluated, in part, by requesting parent participants to express their opinions on a pre- and post-basis, as to how they perceive themselves as parents. The criteria for achievement of the objective would be an increase of 1 step on the self-evaluation instrument. All parents achieved the criteria that was established. The mean score for the pre-treatment opinion survey was 5.94, while the post-treatment opinion survey was 7.39. This indicated an increase in total mean score of 1.45 points per participant. This increase would seem to indicate that all parents had a better self-image after participating in the project. The actual range of pre-treatment scores was from 3-9, and the range of post-treatment scores was from 4-10.

Performance Objective 14

Walton and Powers, in "Winning Children Over", state that parents must understand that behavior is goal directed and be able to identify a child's mistaken goal before they can deal intelligently with the child's behavior. The parent study group presented a format for a parent to try out his expertise in this area. It was necessary during the group discussion that the parents determine the mistaken goal of the child being discussed. It was on this basis that an alternative behavior pattern, to be implemented in the home, was recommended.

Performance objective 14 states that after attending the training workshop and participating in a parent study group, the parent will demonstrate the ability to identify the child's mistaken goal. This would be indicated if 40% of the members of the study group are in agreement with the goal the parent has identified.

The parents had been organized into five parent study groups, with varying membership. The smallest number of parents comprising a study group was twelve, and the largest number was twenty-six. In each study group, a member could receive a 100% approval from the group. The percentage of group approval received by a parent in any study group was based on the number of parents in the group agreeing with the parents' assessment of the child's mistaken goal, divided by the total number of members of that study group.

The parent used the Problem Analysis/Solution Grid I as a means of recording the child's mistaken goal during a study group discussion. It was from this data that the group judgment of the parents' ability

to identify the child's mistaken goal was made.

Table 23 depicts the judgmental results of the parent study groups of each of its members.

TABLE 23.

Group Judgment Expressed in Percentage of Individual Members' Ability to Identify A Child's Mistaken Goal

Group #1	No. of Parents Agreeing	Percentage
Parent 1	7	50.00%
Parent 2	8	57.14%
Parent 3	5	42.86%
Parent 4	6	50.00%
Parent 5	7	57.14%
Parent 6	6	42.86%
Parent 7	6	42.86
Parent 8	6	42.86
Parent 9	9	64.29
Parent 10	7	50.00%
Parent 11	6	42.86
Parent 12	6	42.86
Parent 13	7	42.86
Parent 14	6	42.86
Group #2		
Parent 15	7	53.85%
Parent 16	7	53.85%
Parent 17	6	46.15%

Table 23 continued

Group #2	No. of Parents Agreeing	Percentage
Parent 18	9	69.23%
Parent 19	7	53.85%
Parent 20	6	46.15%
Parent 21	6	46.15%
Parent 22	7	53.85%
Parent 23	6	46.15%
Parent 24	8	61.54%
Parent 25	7	53.85%
Parent 26	6	46.15%
Parent 27	8	61.54%
Group #3		
Parent 28	7	46.67%
Parent 29	7	46.67%
Parent 30	8	53.33%
Parent 31	6	40.00%
Parent 32	7	46.67%
Parent 33	9	60.00%
Parent 34	8	53.33%
Parent 35	6	40.00%
Parent 36	7	46.67%
Parent 37	7	46.67%
Parent 38	6	40.00%
Parent 39	7	46.67%
Parent 40	6	40.00%

Table 23 continued

Group #3	No. of Parents Agreeing	Percentage
Parent 41	8	53.33%
Parent 42	7	46.67%
Group #4		
Parent 43	13	50.00%
Parent 44	15	57.69%
Parent 45	11	42.31%
Parent 46	12	46.15%
Parent 47	13	50.00%
Parent 48	13	50.00%
Parent 49	12	46.15%
Parent 50	13	50.00%
Parent 51	11	42.31%
Parent 52	14	53.85%
Parent 53	12	42.31%
Parent 54	14	53.85%
Parent 55	12	42.31%
Parent 56	14	53.85%
Parent 57	12	46.15%
Parent 58	11	42.31%
Parent 59	11	42.31%
Parent 60	12	46.15%
Parent 61	11	42.31%
Parent 62	14	53.85%
Parent 63	14	57.69%

Table 23 continued

Group #4	No. of Parents Agreeing	Percentage
Parent 64	11	42.31%
Parent 65	12	46.15%
Parent 66	15	57.69%
Parent 67	16	61.54%
Parent 68	17	65.38%
Group #5		
Parent 69	6	50.00%
Parent 70	5	41.67%
Parent 71	6	50.00%
Parent 72	7	58.33%
Parent 73	7	58.33%
Parent 74	5	41.67%
Parent 75	6	50.00%
Parent 76	6	50.00%
Parent 77	5	41.67%
Parent 78	5	41.67%
Parent 79	6	50.00%
Parent 80	5	41.67%

Analysis of the judgmental results of the parent study group indicated a wide range of ability of parents to identify the child's mistaken goal. There appears to be a similar range in the results of the parents' scores on the pre-attitude questionnaire. There also appears to be a correlation between the score that a parent achieved on the

pre-attitude questionnaire, and his ability to identify a child's mistaken goal. There may be a relationship between the openness that a parent demonstrated on the pre-attitude questionnaire, and the ability of a parent to identify a child's mistaken goal. To determine if there is a relationship between these two factors might be the basis for a future study.

Performance Objective 15

The success of achieving the goal of this practicum was contingent on the parents' knowledge and ability to implement the Adlerian Approach in the home environment. To ensure that this was achieved, an instrument to record the interaction of the parent and child in the home was necessary. The Problem Analysis/Solution Grid II data gathering instrument was selected to accomplish this task. The design of the instrument provided the parent an opportunity to record the following instances that occurred in the home environment, for discussion in the parent study group.

a. Description of the disruptive child's behavior.

b. The reaction of the parents to the behavior.

c. The reaction of the child to the parent's reaction.

d. The identification of the child's mistaken goal.

e. Possible solution to the problem that the parents initiated.

The parent study group, after having studied and discussed the data gathered by the parents in the home, would then make a group determination as to the validity of the parents' corrective action. It was possible for a parent to receive 100% group approval of the corrective action

taken by the parent. It was also possible for a parent to receive 0% group approval. The percentage of group approval was determined by dividing the number of parents agreeing with the parents' action, with the total number of parents in that particular study group.

Performance objective 15 states that a parent will have demonstrated an understanding of the Adlerian principles if 40% of the parents in the study group agreed with the data gathered on the child by the parent, using the Problem Analysis/Solution Grid II.

The following Table 24 depicts the group judgmental results of the parent study group of each of its members.

TABLE 24.

Group Judgmental Results of the Parent Study Group

Group #1	Agreement	Disagreement
Parent 1	57.14%	42.86%
Parent 2	50.00%	50.00%
Parent 3	42.86%	57.14%
Parent 4	50.00%	5.00%
Parent 5	64.29%	35.71%
Parent 6	42.86%	57.14%
Parent 7	50.00%	50.00%
Parent 8	42.86%	57.14%
Parent 9	57.14%	42.86%
Parent 10	42.86%	57.14%
Parent 11	50.00%	50.00%
Parent 12	42.86%	57.14%

Table 24 continued

Group #1	Agreement	Disagreement
Parent 13	50.00%	50.00%
Parent 14	57.14%	42.86%
Group #2		
Parent 15	53.85%	46.15%
Parent 16	46.15%	53.85%
Parent 17	53.85%	46.15%
Parent 18	69.23%	30.77%
Parent 19	46.15%	53.85%
Parent 20	46.15%	53.85%
Parent 21	53.85%	46.15%
Parent 22	53.85%	46.15%
Parent 23	46.15%	53.15%
Parent 24	61.54%	38.46%
Parent 25	46.15%	53.15%
Parent 26	53.15%	46.15%
Parent 27	61.54%	38.46%
Group #3		
Parent 28	53.33%	46.67%
Parent 29	46.67%	53.33%
Parent 30	60.00%	40.00%
Parent 31	40.00%	60.00%
Parent 32	46.67%	53.33%
Parent 33	53.33%	46.67%
Parent 34	53.33%	46.67%

Table 24 continued

Group #3	Agreement	Disagreement
Parent 35	46.67%	53.33%
Parent 36	40.00%	60.00%
Parent 37	53.33%	46.67%
Parent 38	40.00%	60.00%
Parent 39	46.67%	53.33%
Parent 40	53.33%	46.67%
Parent 41	46.67%	53.33%
Parent 42	46.67%	53.33%
Parent 43	46.15%	53.85%
Parent 44	57.69%	42.31%
Parent 45	42.31%	57.69%
Parent 46	50.00%	50.00%
Parent 47	50.00%	50.00%
Parent 48	46.15%	53.85%
Parent 49	50.00%	50.00%
Parent 50	42.31%	57.69%
Parent 51	50.00%	50.00%
Parent 52	53.85%	46.15%
Parent 53	42.31%	57.69%
Parent 54	42.31%	57.69%
Parent 55	50.00%	50.00%
Parent 56	53.85%	46.15%
Parent 57	42.31%	57.69%
Parent 58	46.15%	53.85%

Table 24 continued

Group #4	Agreement	Disagreement
Parent 59	42.31%	57.69%
Parent 60	46.15%	53.85%
Parent 61	42.31%	57.69%
Parent 62	53.85%	46.15%
Parent 63	61.54%	38.46%
Parent 64	42.31%	57.69%
Parent 65	50.00%	50.00%
Parent 66	57.69%	42.31%
Parent 67	61.54%	38.46%
Parent 68	65.38%	34.62%
Parent 69	50.00%	50.00%
Parent 70	41.67%	58.33%
Parent 71	58.33%	41.67%
Parent 72	50.00%	50.00%
Parent 73	58.33%	41.67%
Parent 74	50.00%	50.00%
Parent 75	41.67%	58.33%
Parent 76	50.00%	50.00%
Parent 77	41.67%	58.33%
Parent 78	50.00%	50.00%
Parent 79	41.67%	58.33%
Parent 80	41.67%	58.33%

An analysis of the judgmental results of the parent study groups

indicated a wide range of parents' understanding of the Adlerian Principles of Psychology. In group #1, a range of 21.43% is indicated of group agreement; in group #2, a range of 23.08% is indicated; in group #3, a range of 20.00% of group agreement is indicated; in group #4, a range of 23.07% is indicated of group agreement, and in group #5, a range of 16.66% is indicated. Group #2 recorded a range of 23.08% and group #5 registered a range of 16.66%, a difference of 6.42%. A reasonable answer to the wide range of understanding of the principles of Adlerian Psychology may be in educational background, training and experiences of the participants within the groups. Although the results appear to indicate a wide range of understanding of the Adlerian Principles of Psychology by the members within the group, all eighty parents achieved the predicted outcome in performance objective 15.

Performance Objective 16

One of the practicum objectives was to provide a format for students to participate in solving classroom problems. The need for this objective was substantiated by the county-wide survey in which the students' responses indicated that the school was too autocratic. The importance of the students' attitude toward the influence he has on what happens in the classroom was referred to in the Coleman report. "For example, a pupil's attitude factor, which appears to have a stronger relationship to achievement than do all the 'school' factors together, is the extent to which an individual feels that he has some control over his own destiny.[20]

[20] James S. Coleman, and others: Equality of Educational Opportunity, Summary Report. Washington: Government Printing Office, 1966, p. 22.

This idea of the students having a degree of control over their destiny is indicated by Walton in his reference to class meetings and classroom discussion. He states that this is a method for teaching students that what goes on in the classroom is not the teacher's responsibility alone, but rather it is the responsibility of everyone in the classroom. The members of the class can make rules for themselves. If the rules do not work out well, the class may wish to alter them, and this can be done at future meetings.

Another benefit of group discussions is "students can participate as equals in group discussion...While some children may not feel they can contribute much in an academic exercise, each can give his views on matters that come up for discussion in class meetings.[21]

Dinkmeyer and Dreikurs, in discussing class meeting and group discussion, point out that the group leader is most effective when the total atmosphere of the classroom is truly democratic. Otherwise, children will sense that this is something which is more of an act than a true expression of feeling about people and their responsibilities for working out their problem.[22]

The Classroom Discussion Record was developed to aid the teachers in recording a class discussion. It would also provide the teacher study group data for determining the effectiveness of the individual teacher as a group leader. It was the intent of the class meeting and discussion to provide the format for the students to participate in

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[21] Op. cit., pp. 12-14.

[22] Op. cit., p. 115.

solving classroom problems. Performance objective 16 states that after attending the training workshops and viewing the training film on class discussion, the teacher will demonstrate the ability to lead a classroom discussion. This will be indicated when 40% of the teachers in the study group concur with the teachers' techniques and solution recorded on the Classroom Discussion Record.

The following Table 25 depicts the judgmental results of the teacher study group members:

TABLE 25.

Group Judgment of Individual Members' Ability to Lead A Classroom Discussion

Group #1	Percentage of Group Agreement
Teacher 1	57%
Teacher 2	42%
Teacher 3	42%
Teacher 4	42%
Teacher 5	71%
Teacher 6	42%
Teacher 7	57%
Group #2	
Teacher 8	42%
Teacher 9	42%
Teacher 10	42%
Teacher 11	57%

Table 25 continued

Group #2	Percentage of Group Agreement
Teacher 12	42%
Teacher 13	57%
Teacher 14	42%
Group #3	
Teacher 15	42%
Teacher 16	42%
Teacher 17	42%
Teacher 18	42%
Teacher 19	42%
Teacher 20	57%
Teacher 21	57%
Group #4	
Teacher 22	42%
Teacher 23	42%
Teacher 24	42%
Teacher 25	57%
Teacher 26	42%
Teacher 27	42%
Teacher 28	57%

Analysis of the study groups indicates a wide range of ability in group #1. Teacher 5 received a 71% group agreement, while teachers 2, 3, 4, and 6 appear to receive a 42% agreement from the group. This

indicates a 29% difference in the judgment of the group of the teacher with highest ability, and the teacher with the lowest ability to conduct a class discussion. There were nineteen teachers that appeared to register a 42% group agreement, eight 57% group agreement, and one 71% group agreement. Group judgment indicated that nineteen of the teachers indicated a weakness in group discussion in their summary of students' discussions and teachers' evaluation of the class action. All twenty-eight teachers met the criteria set in performance objective 16, but it would appear that additional training is needed in this area.

Performance Objective 17

It was the consensus of the team that for the practicum to be effective, there should be a reduction in the number of disruptive students being referred to the principal's office. Performance Objective #17, relating to the discipline referrals, states that there should be a 25% reduction in the number of disruptive students being referred for disciplinary action. This would be demonstrated if the records of referrals made reflect a 25% or more reduction between the pre- and post-treatment period.

To ensure consistency in the behavior of students being referred as disruptive students, the criteria used for referral was developed prior to the initiation of the practicum, as follows:

a. A student must exhibit at least four of the behaviors listed on the Data Sheet of Disruptive Behavior.

b. The student must have gone through the procedural cycle of

referrals.

c. Completion of the Office Discipline Report.

The Data Sheet of Disruptive Behavior lists twelve disruptive behaviors:

1. Throwing objects
2. Running into others deliberately
3. Running to get somewhere
4. Loud talking
5. Fighting with others
6. Throwing food in the cafeteria
7. Interrupting peers and teachers
8. Refuses to follow policies
9. Defies authority
10. Violent (verbal and physical) assault
11. Shouting
12. Taking objects that belong to others

To establish a data baseline, the cases of referrals occurring in the five day interval prior to the implementing of the practicum were selected. The number of student referrals for disciplinary action during this period were seventeen.

During a five day interval subsequent to the conclusion of the treatment period, four disruptive students were referred to the principal's office for disciplinary action. This indicates a decrease in the number of students being referred during the post-treatment period as compared to the pre-treatment period of 76%.

Table 26, on the following page, depicts the following:

a. the number of disruptive students referred each week;

b. the number of behavior instances reported each week;

c. the percentage of each behavior instance recorded.

Figure 15, page 149, graphically demonstrates the same data.

TABLE 26.

Summary of Disruptive Students' Referrals and Distribution of Behavior

Weeks (5 day interval)	Pre	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Post	Total	Percentage of Total Incidents
Number students referred each week	17	18	18	19	17	13	15	11	8	8	8	9	6	4	4	4	4	183	
Behaviors reported per week																			
1. Throwing Objects	6	7	5	6	7	0	1	0	1	1	0	1	0	0	0	0	0	35	2.85
2. Running into others deliberately	6	5	8	9	5	8	6	4	4	3	4	4	3	1	0	0	0	70	5.70
3. Running to get somewhere	7	6	8	10	9	6	8	6	5	5	4	5	3	2	1	1	2	88	7.16
4. Loud talking	3	5	10	12	8	7	10	9	7	7	8	7	5	4	2	1	2	107	8.71
5. Fighting with others	12	13	12	10	11	9	12	7	7	6	5	6	4	0	1	0	0	115	9.36
6. Throwing food in the lunchroom	4	3	1	2	1	0	0	1	0	2	0	0	0	0	0	1	0	15	1.22
7. Interrupting peers and teachers	17	18	18	19	17	13	15	11	8	8	8	9	6	4	4	4	4	183	14.89
8. Refuses to follow policies	10	12	14	16	11	10	12	10	7	6	7	8	5	3	1	1	0	133	10.82
9. Defies authority	17	18	18	19	17	13	15	11	8	8	8	9	6	4	4	4	4	183	14.89
10. Violent (Verbal & Physical assult)	17	18	18	19	17	13	15	11	8	8	8	9	6	4	4	4	4	183	14.89
11. Shouting	8	10	12	11	7	8	7	5	5	6	7	8	5	2	1	1	1	104	8.46
12. Taking objects that belong to others	4	3	0	3	1	0	0	0	0	1	0	0	0	1	0	0	0	13	1.06
																		1229	100.00%

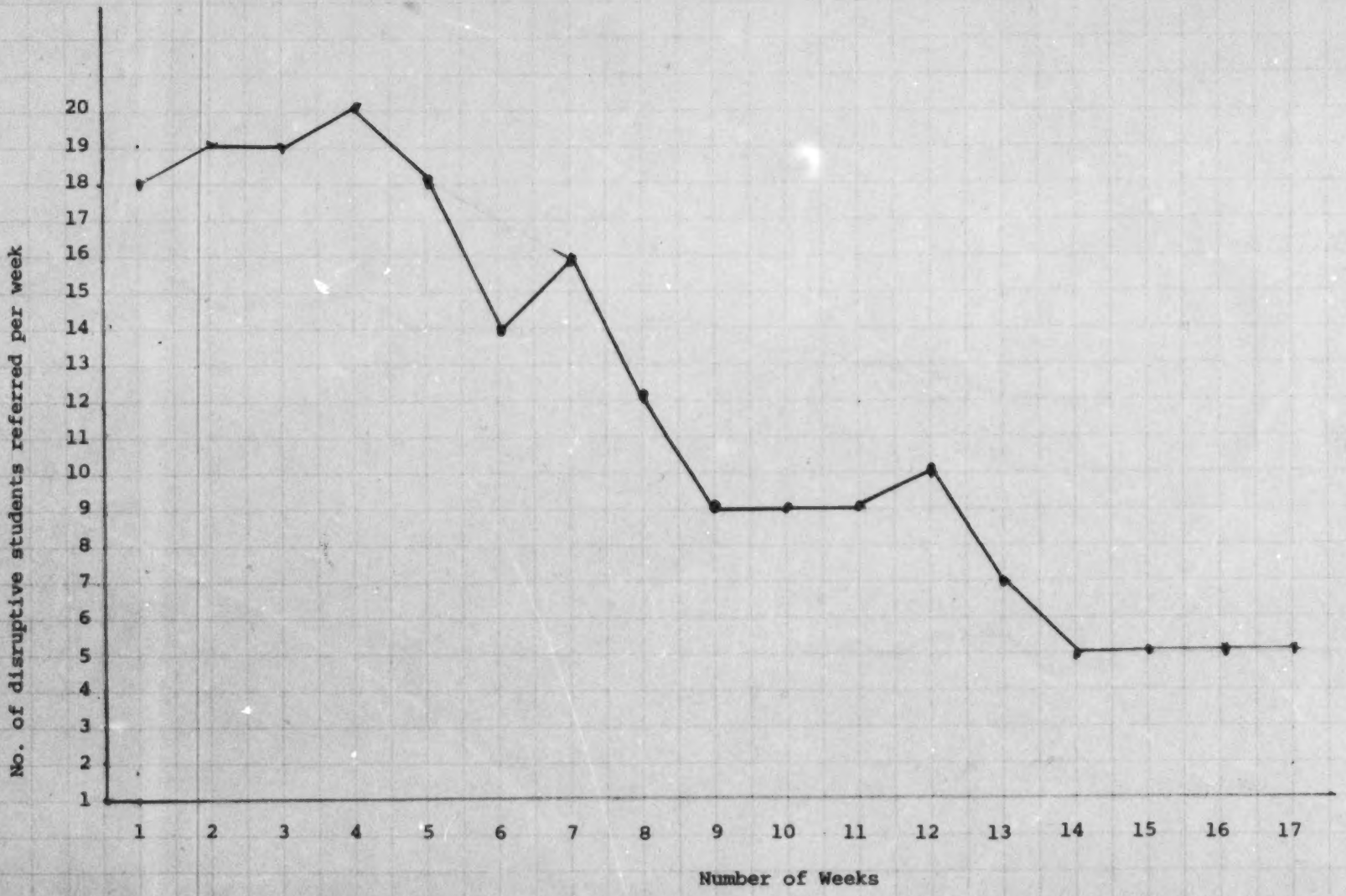


Fig. 15. Disruptive student referrals.

An analysis of the data in Table 26 indicates that behavior numbers: (7) interrupting peers and teachers, (9) defies authority, and (10) violent (verbal and physical) assault, were recorded on each of the 183 students' Office Discipline Referrals. These three disruptive behaviors appear to constitute 44.67% of all disruptive behaviors in 183 referrals. Disruptive behavior (6) throwing food in the cafeteria, and (12) taking objects that belong to others, indicate 2.28% of the total instance of behaviors listed on the 183 referrals. A reasonable answer for listing numbers 6 and 12 as disruptive behavior may have been the seriousness of the act, and not the number of occurrences that the teachers witnessed.

The question then is, what occurred in the school to cause the dramatic reduction in the number of disruptive students being referred to the administration for disciplinary action? The student and teacher population has remained somewhat constant, as were the facilities and instructional materials being used. Perhaps a reasonable explanation for this reduction might be in the approach of involving parents and teachers of disruptive students, and the disruptive students themselves, in studying and implementing the tenets of the Adlerian Theory of Psychology.

THE EDUCATIONAL IMPACT OF THE PROGRAM

It was not the intent of the practicum to influence only the identified sixty-three disruptive students, twenty-eight teachers and eighty parents in the community that Lantana Elementary School served.

The philosophy underlying the Nova University Ed.D. Educational Program indicates that for a practicum to be successful, it should have a positive impact upon the field of education. With this philosophy as a guiding light, it was necessary to ensure that not only would the program be perpetuated in the school that it was developed in, but would also have impact on the district, state and nation, if possible. The perpetuation and impact of the program may be considered in three levels--local, state and national.

There was developed a package which could be presented through a workshop. The package could be modified for various workshops, depending on the length of the workshop. The package contains materials that could be presented to cover any area relative to the program that the requesting institution might desire. The organization of the material was designed to stress all essential elements of the Adlerian Theory of Psychology, and still lend itself to be broken down into units covering those principles that the requesting school deem necessary to have stressed.

Two films were developed during the practicum, one on parent study groups, and the other devoted to class discussion and group dynamics. A two page printout of self-explanatory instruction accompanied the films on request. This provided any individual with a degree of knowledge of the function of teacher and parent study group to be able to use the film effectively. The film on classroom discussion and group dynamics could be used by a school guidance counselor in training the teaching staff in that area. A selected list of evaluative instru-

ments used during the practicum was also included in the package. The instruments could aid the institution in determining the effectiveness of the program. The program, as developed at the Lantana Elementary School, was given wide and excellent coverage by the Palm Beach Post-Times Newspaper. See Appendix T for example of newspaper coverage.

Level I (Local)

(a) The principal and guidance counselor of each school were notified of the program and the results. Workshops were held for all state unit elementary counselors in the district. (See Appendix U.) Workshops were held for principals planning to implement the program. (See Appendix V.) The two films developed were made available on request through the school's media center.

(b) All parents entering students in the Lantana Elementary School for the first time were encouraged to participate in the program. Parents of kindergarten students were also organized into parent study groups.

Level II (State)

(a) The two films were used by Mrs. Billie Jackson, State Department of Education Consultant for Elementary Guidance. (See Appendix W.)

(b) Mr. Wenberg, Guidance Counselor of Lantana Elementary School, presented the section of the program on parent study groups and the

basic principles of the program at the State of Florida Personnel and Guidance Association Conference in Tampa, Florida. This presentation was made using the pictorial transparencies and other materials developed during the practicum. (See Appendix X.)

Level III (National)

(a) Plans are being made to present the program during the American Guidance Personnel Association Convention in Chicago in 1976. (See Appendix Y.)

(b) The Fairview School System, Fairview, Ohio, has indicated they plan to implement the program during the 1976 school year in their elementary schools. (See Appendix Z.)

(c) Steps are underway to develop a handbook based on the approach developed during the practicum, for school administrators to follow in implementing the program. The major thrust of the handbook will be to indicate methods of aiding administrators to gain teacher and parent participation. For national dissemination, the title of the handbook will be added to the mailing list of: The Human Development Center-North, 1620 U. S. #1, Jupiter, Florida 33458.

SUMMARY

The program to reduce disruptive behavior in a school, based upon a practical application of the Adlerian Theory of Psychology, engendered a series of workshops and study groups for the parents, teachers, students, and administrators as participants in the program. The program is a coordinated series of individual and group tasks performed at home, on the job, in workshops and small group discussion settings. The activities in the workshops, study groups, and class discussions provided the participants a means to recognize the mistaken goals and restructure the behavior pattern of the individual toward a more constructive behavior. Basically, this was done by providing the participants with a means for:

1. A teacher or parent to anlyze their reactions to the child's behavior in regard to:
   A. Attention getting
   B. Power struggle
   C. Revenge
   D. Inadequacy
2. A teacher or parent to share in study groups in regard to:
   A. Helping the child understand the goal of his misbehavior.
   B. Stop making the misbehavior worthwhile to the child.
   C. Ways of encouraging the child.
   D. Developing alternative behavior patterns for implementing in the home or school.

3. A child to recognize his mistaken goal in regard to:

   A. Class discussion

   B. One-to-one counseling of teacher and child

The series of activities were implemented in the school during the 1975-76 school year. Results from the implementation of the program, in structured, sequential steps of participant involvement, showed a 75% reduction in the disruptive behavior in the school. This surpassed the anticipated objective of 25% reduction set up as a criteria for successful implementation. Further, all other objectives, with the exception of #10, were achieved or surpassed by the participants.

There appears to exist a relationship between the parents' attitude toward the child prior to treatment, and the ability to understand and apply the Adlerian Theory of Psychology. There may be merit in a future study of the relationship indicated in this practicum. Further, the parents appear to be more open in expressing their personal reaction to a child exhibiting power as a goal than did the teachers. The causation of this might also constitute the basis for a future study.

Based upon the results showing successful implementation of this program in reducing disruptive behavior in the school, further steps toward increasing dissemination of this program approach are being undertaken, or planned, at the local, state and national levels.

It would seem that the program developed during this practicum will provide a means whereby school boards could reduce the disruptive behavior in the schools by providing a model for administrators to implement in the schools. As a result of successes observed, steps are now underway to make the program available on a widespread basis.

Summary of Categories for Interaction Analysis

Teacher talk

Indirect influence

1. Accepts feeling: accepts and clarifies the feeling tone of the students in a nonthreatening manner. Feelings may be positive or negative. Predicting and recalling feelings are included.

2. Praises or encourages: praises or encourages student action or behavior. Jokes that release tension, not at the expense of another individual, nodding head or saying "uh huh?" or "go on" are included.

3. Accepts or uses ideas of student: clarifying, building, or developing ideas or suggestions by a student. As teacher brings more of his own ideas into play, shift to category five.

4. Asks questions: asking a question about content or procedure with the intent that a student answer.

Direct influence

5. Lectures: giving facts or opinions about content or procedure: expressing his own idea; asking rhetorical questions.

6. Gives directions: directions, commands, or orders with which a student is expected to comply.

7. Criticizes or justifies authority: statements, intended to change student behavior from nonacceptable to acceptable pattern; bawling someone out; stating why the teacher is doing what he is doing, extreme selfreference.

Student talk

8. Student talk-response: talk by students in response to teacher. Teacher initiates the contact or solicits student statement.

9. Student talk-initiation: talk by students, which they initiate. If "calling on" student is only to indicate who may talk next, observer must decide whether student wanted to talk. If he did, use this category.

10. Silence or confusion: pauses, short periods of silence, and periods of confusion in which communication cannot be understood by the observer

APPENDIX B

Interaction Matrix

	1	2	3	4	5	6	7	8	9	10	
1											
2											
3											
4											
5											
6											
7											
8											
9											
10											Matrix Total
total											
%											

I/D Ratio = _____

Revised i/d Ratio = _____

i/d Row 8 = _____

i/d Rows 8 & 9 = _____

Teacher Talk _____

Extended indirect = _____

Extended direct = _____

Extended i/d = _____

Student Talk _____

#3-3 Cell= _____

#9-9 Cell= _____

Vicious Circle = _____

S/T _____

APPENDIX C

STUDENT OBSERVATION SHEET

Name of Person Being Observed _____ Grade _____

Date _____ Classroom _____

Time _____

Observer _____

Minutes	Activity	20	40	60	Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

APPENDIX D

TEACHER OBSERVATION SHEET

Name of Person Being Observed _____ Grade _____

Date _____ Classroom _____

Time _____

Observer _____

Minutes	Activity	20	40	60	Comments
1					
2					
3					
4					
5					
6					
7					
8					
9					
10					
11					
12					
13					
14					
15					

APPENDIX E

Problem Analysis/Solution Grid II

Name of Student _____ Grade _____ Name of Teacher _____

Attention	
Description of Behavior	Teacher's Action
Child's Reaction	Teacher's Reactions to Child's Reaction

Power	
Description of Behavior	Teacher's Action
Child's Reaction	Teacher's Reactions to Child's Reaction

Revenge	
Description of Behavior	Teacher's Action
Child's Reaction	Teacher's Reactions to Child's Reaction

Inadequacy	
Description of Behavior	Teacher's Action
Child's Reaction	Teacher's Reactions to Child's Reaction

Problem:

Solution:

APPENDIX F

DATA SHEET OF DISRUPTIVE BEHAVIOR

(To be used in conjunction with the problem analysis/solution Grid II)

Teacher _____ Week of _____ Grade _____

Instructions: Record each instance of disruptive behavior in appropriate time of day with a penciled check (✓)

Student Name	Monday A.M.	Monday P.M.	Tuesday A.M.	Tuesday P.M.	Wednesday A.M.	Wednesday P.M.	Thursday A.M.	Thursday P.M.	Friday A.M.	Friday P.M.
Behavior										
1. Throwing Objects										
2. Running into others deliberately										
3. Running to get somewhere										
4. Loud talking										
5. Fighting with others										
6. Throwing food in the lunchroom										
7. Interrupting peers and teachers										
8. Refuses to follow policies										
9. Defies authority										
10. Violent (Verbal & Physical assult)										
11. Shouting										
12. Taking objects that belong to others										

APPENDIX G

TEACHER QUESTIONNAIRE

Please read each statement. Circle the number which best describes your judgment regarding the student and each statement.

		Almost Always	Frequently	Once in a while	Never
1.	This student is late coming to class.	1	2	3	4
2.	This student is apathetic about schoolwork.	1	2	3	4
3.	When I give instructions, this student listens.	1	2	3	4
4.	This student talks without asking for recognition first.	1	2	3	4
5.	This student follows directions.	1	2	3	4
6.	This student completes written work on time without reminders.	1	2	3	4
7.	This student has verbal arguments with others at school.	1	2	3	4
8.	This student is involved in physical fights at school.	1	2	3	4
9.	This student is defiant toward me.	1	2	3	4
10.	When things don't go his (her) way, this student whines, cries, or pouts.	1	2	3	4
11.	I have to make this student do schoolwork.	1	2	3	4
12.	This student seeks extra help and/or additional instructions from me.	1	2	3	4
13.	This student seems to have a "you can't make me" attitude.	1	2	3	4
14.	This student can work independently.	1	2	3	4
15.	This student becomes upset when he (she) makes mistakes in school.	1	2	3	4

TEACHER QUESTIONNAIRE
Page 2

		Almost Always	Frequently	Once in a while	Never
16.	This student is fidgetty and constantly moving in some fashion.	1	2	3	4
17.	I have to send this child to the office for discipline.	1	2	3	4
18.	I feel comfortable in my relationship with this child.	1	2	3	4
19.	This child can be trusted when the teacher is gone from the room.	1	2	3	4
20.	Nothing seems to interest this child.	1	2	3	4
21.	I worry about whether or not I'm a good teacher for this student.	1	2	3	4
22.	I think this student needs strict discipline.	1	2	3	4
23.	This student's papers are neat and correctly organized.	1	2	3	4
24.	This student participates in class discussions.	1	2	3	4
25.	This student is withdrawn.	1	2	3	4
26.	This student "clowns" in class.	1	2	3	4
27.	This student has openly refused to follow a directive, and been rebellious in attitude.	1	2	3	4
28.	When doing schoolwork, this student meets with success.	1	2	3	4
29.	This student prefers to be alone.	1	2	3	4
30.	This student is self-confident.	1	2	3	4

TEACHER'S QUESTIONNAIRE
Page 3

		Almost Always	Frequently	once in a while	Never
31.	I find that when this child misbehaves, I yell at him (her).	1	2	3	4
32.	This student wants to learn.	1	2	3	4
33.	This student is accepted by others in class.	1	2	3	4
34.	Our class meetings are used to discuss class problems.	1	2	3	4
35.	This student has temper tantrums.	1	2	3	4
36.	I have to repeat instructions over and over before this student will follow those instructions.	1	2	3	4
37.	This student lies to me in class.	1	2	3	4
38.	This student is very sensitive: I have to be careful not to hurt his (her) feelings.	1	2	3	4
39.	This student only does what he (she) wants to do.	1	2	3	4
40.	This student "talks back" or is sassy with me.	1	2	3	4

This questionnaire has been filled out by _____

The student considered during the completion of this form is

_____.

Date _____

APPENDIX H

HOW DO YOU RATE YOURSELF AS A TEACHER

O - Often S - Sometimes N - Never

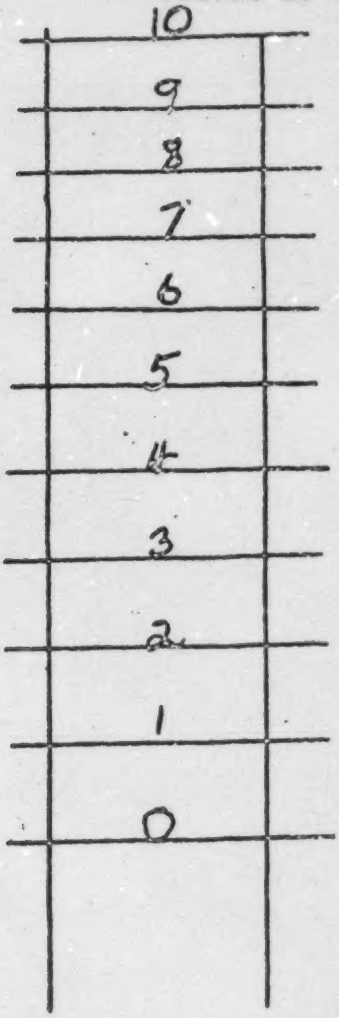
1. Do you have to raise your voice or about in order ot have your students' attention? _____
2. Do your students bicker and quarrel among themselves? _____
3. Is it a struggle to get your homeroom students to class on time? _____
4. Are you experiencing abnormal problems relative to academic work with your students? _____
5. Do you have friction with your students during snack time or any period that students consider free time? _____
6. Do your students keep you involved at assignment time with pleas of being assigned too much work? _____
7. Do you feel that you give in too easily to your students? _____
8. Do you have trouble getting your students to keep a neat desk, or to help keep a neat classroom? _____
9. Do you worry about what kind of adults your students are going to become? _____
10. Do you worry about how good a teacher you are? _____

HOW DO YOU RATE YOURSELF AS A TEACHER?

superior _____ average _____ inadequate _____

HOW DO YOU SEE YOURSELF AS A TEACHER?

Directions: Please circle the number on the ladder (0 - Lowest; 10 Highest) which designates your success or lack of success as a teacher. Please Be Honest!



1. Please state why you answered number _____

_____

_____

2. What number will you be eight weeks from now?

_____

3. What number will you be one year from now?

_____

4. Additional Comments

_____

_____

_____

_____

_____

DATE _____ NAME _____

APPENDIX J

PROBLEM ANALYSIS/SOLUTION GRID I

NAME: _____ SCHOOL: _____ B.D.: _____ GRADE: _____

SIBLINGS: 1 2 3 4 5 6 7 8 9 10 ☐ = Male ○ =Female ☒ or ⊗ Student

ATTENTION

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

POWER

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

REVENGE

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

INADEQUACY

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

PROBLEM

1. _____
2. _____
3. _____
4. _____
5. _____

SOLUTION

1. _____
2. _____
3. _____
4. _____
5. _____

March, '75,pam

APPENDIX K

STUDENT QUESTIONNAIRE

Please read each sentence. Circle the number which best describes you in relation to the sentence.

		Almost always	Frequently	Once in a while	Never
1.	I am late for breakfast in the morning.	1	2	3	4
2.	I go to bed on time at night.	1	2	3	4
3.	I can make friends easily.	1	2	3	4
4.	I do chores at home without my parents reminding me.	1	2	3	4
5.	I'm picky about the food I eat and I make mom fix just what I'll eat.	1	2	3	4
6.	When we have company at home, I usually get into trouble for showing off.	1	2	3	4
7.	I am late to school.	1	2	3	4
8.	I keep my room neat without my parents helping me or reminding me.	1	2	3	4
9.	I get yelled at a lot at home.	1	2	3	4
10.	I get yelled at a lot at school.	1	2	3	4
11.	I cry or pout when I don't get my way.	1	2	3	4
12.	I talk back to my mom.	1	2	3	4
13.	I talk back to my teacher.	1	2	3	4
14.	I "clown" around in school.	1	2	3	4
15.	I don't like my teachers.	1	2	3	4
16.	I get into fights at home.	1	2	3	4

		Almost always	Frequently	Once in a while	Never
17.	I get into fights at school.	1	2	3	4
18.	I have temper tantrums.	1	2	3	4
19.	When I misbehave at home, I get spanked.	1	2	3	4
20.	I get sent to the office at school.	1	2	3	4
21.	My parents listen to me.	1	2	3	4
22.	My teachers listen to me.	1	2	3	4
23.	My parents let me choose my own friends.	1	2	3	4
24.	My parents are always after me to do my homework.	1	2	3	4
25.	When I do things, I do them well.	1	2	3	4
26.	I really like learning about things in school.	1	2	3	4
27.	When I have a problem, I can talk to my mom about it.	1	2	3	4
28.	When I have a problem, I can talk to my dad about it.	1	2	3	4
29.	I feel good about myself most of the time.	1	2	3	4
30.	I have enough friends.	1	2	3	4
31.	I talk out of turn in class.	1	2	3	4
32.	I like to be alone.	1	2	3	4
33.	I worry about making mistakes.	1	2	3	4

		Almost always	Frequently	Once in a while	Never
34.	Nobody can make me do what I don't want to do.	1	2	3	4
35.	I get along pretty good with my parents.	1	2	3	4
36.	I get along pretty good with my teachers.	1	2	3	4
37.	I like to be alone.	1	2	3	4
38.	I don't feel very good about myself.	1	2	3	4
39.	I get my schoolwork done on time, without the teacher reminding me.	1	2	3	4

This form was completed by _____ Grade _____

Date _____

APPENDIX L

ATTITUDE QUESTIONNAIRE

Child Development

1. Children learn "good" and "bad" behaviors from their parents.

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

2. All children go through stages in their lives and parents can do little, if anything, to alter their child's behavior.

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

3. Agressive behavior which is seen in school and in the neighborhood is taught at home.

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

4. Rewarding a child for "good" behavior rather than punishing him for "bad" behavior is a good child rearing practice.

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

5. Open and honest communication regarding sex education, drugs, etc. will avoid many problems in the future.

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

6. When we pay attention to "bad" behavior, we actually strengthen it.

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

(1)

7. There is a lot of truth to the old saying that "children should be seen and not heard."

+1

strongly agree | moderately agree | uncertain | (moderately disagree) | strongly disagree

---

8. Much of a child's behavior results from him imitating his parents.

+2

(strongly agree) | moderately agree | uncertain | moderately disagree | strongly disagree

---

9. Sex education should be taught in the schools.

+1

strongly agree | (moderately agree) | uncertain | moderately disagree | strongly disagree

---

10. It is inevitable that some children will fail in school.

+1

strongly agree | moderately agree | uncertain | (moderately disagree) | strongly disagree

---

11. Some children are born criminals.

+2

strongly agree | moderately agree | uncertain | moderately disagree | (strongly disagree)

---

12. Amount of time spent with children is the most important factor in parent-child communication.

+2

(strongly agree) | moderately agree | uncertain | moderately disagree | strongly disagree

---

13. The only really important thing is school learning is the "Three R's."

+2

strongly agree | moderately agree | uncertain | moderately disagree | (strongly disagree)

---

14. ~~A good~~ One method of controlling a child's behavior is spanking. (at times)

+1

strongly agree | (moderately agree) | uncertain | moderately disagree | strongly disagree

---

(2)

15. Children should never have the right to question their parents' judgement.

+1

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

16. Both parents should be involved in the disciplining of the children.

+2

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

17. All children should have the responsibility for carrying out household chores.

+2

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

18. Independence at an early age is a good trait in children.

+1

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

19. Children should earn an allowance rather than automatically receiving one.

+2

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

20. Love of a child is enough to guarantee a well behaved youngster.

+1

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

21. Mental health is as important as physical health.

+2

strongly agree | moderately agree | uncertain | moderately disagree | strongly disagree

---

APPENDIX M

HOW DO YOU RATE YOURSELF AS A PARENT?

O - Often S - Sometimes N - Never

1. Do you have to shout in order to have your child's attention? _____
2. Do your children bicker and quarrel among themselves? _____
3. Is it a struggle to get your child off to school on time? _____
4. Are there problems at school? Or with homework? _____
5. Do you have friction at mealtime? _____
6. Do your children keep you involved at bedtime with pleas of sleeplessness? _____
7. Do you feel that you (or your spouse) give (s) in too easily to your child's demands? _____
8. Do you have trouble getting your child to pick up his toys, or to help around the house? _____
9. Do you worry about what kind of adult your child is going to grow into? _____
10. Do you worry about how good a parent you are? _____

HOW DO YOU RATE YOURSELF AS A PARENT?

Superior _____ Average _____ Inadequate _____

Regardless of your self-evaluation, if you answered often or Sometimes to more than one or two of these questions in the quiz of Parents or if you have experienced similar problems, you may be described as a normal parent facing the familiar challenges of living with young children.

However, the fact that your problems are shared by many other families does not mean that you must resign, yourself to living with them.

With help from professional persons and from other parents, you can learn how to become more effective in your efforts to reach the two goals of all families:

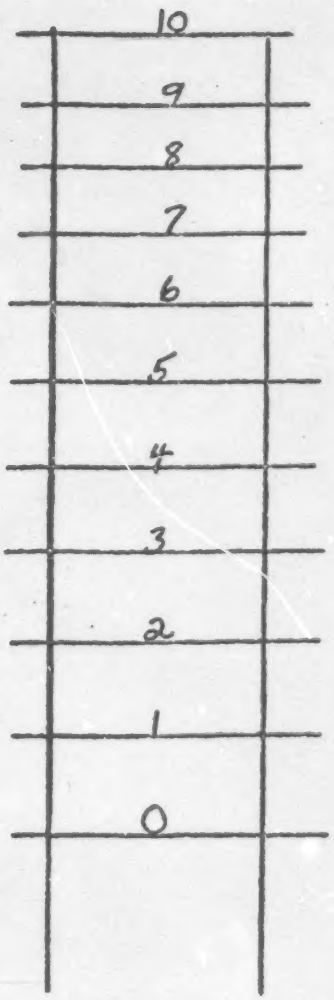
(1) to enjoy a more harmonious homelife
(2) to lay the ground work for children to grow into happy, useful adults.

If you are interested to know how this can be accomplished, contact the Emma Love Hardee Elementary School Guidance Counselor 261-5507 - Concerning evening or daytime study groups.

APPENDIX N

HOW DO YOU SEE YOURSELF AS A PARENT?

Directions: Please circle the number on the ladder (0-Lowest; 10-Highest) which designates your success or lack of success as a parent. Please Be Honest!



1. Please state why you answered number _____

_____

_____

2. What number will you be 10 weeks from now?

_____

3. What number will you be one year from now?

_____

4. Additional Comments

_____

_____

_____

_____

_____

DATE _____ NAME _____

APPENDIX O

CLASSROOM DISCUSSION RECORD

Statement of problem:

Summary of student's discussion:

Identified mistaken goal:

Alternative:

Teacher's evaluation of class action:

APPENDIX R

OFFICE DISCIPLINE REPORT

Student's name _____ Date _____ Time _____

Homeroom teacher _____ Teacher in charge _____

Reason sent to office _____

_____

_____

Action taken:

_____ Student - Principal conference

_____ Paddled

_____ Parents called on phone

_____ Suspension

_____ Expulsion

_____ Principal - teacher conference needed

_____ Teacher-parent conference suggested

_____ Kept in office till dismissal time

_____ Letter sent to parents explaining behavior

_____ Warning given to student about future action that will be taken

_____ Other _____

_____
Carl G. Crawford, Principal

_____
Witness signature in case of paddled
(action taken)

TEACHER - CLASSROOM REFERRAL
Lantana Elementary

Student _____ Grade _____
Birth date _____ Date _____

This referral is being referred to: Counselor _____
Principal _____

1. Please identify the child's mistaken goal of behavior: (circle)
   a. Attention b. Power c. Revenge d. Inadequacy

2. Check the steps you have already taken:
   a. I have reviewed student's behavior patterns on D.S.D.B. _____
   b. I have attempted to help student _____ understand his/her mistaken goal
   c. I have planned cooperatively with the student to develop and implement a strategy for behavior change _____
   d. I have reviewed my attempts that have failed to achieve appropriate behavior _____

3. Describe the child's behavior(s) in the school environment

   _____

   _____

   * (respond to (a) and (b) if necessary)
   a. How is the child's behavior detrimental to himself? (check)
      _____ interferes with learning
      _____ interferes with social relationship
      _____ interferes with developing positive self-concept
   b. How is the child's behavior detrimental to the total class? (check)
      _____ interferes with class tasks
      _____ interferes with learning of others
      _____ interferes in interpersonal
      _____ interferes with learning outside the class

4. What strategies/techniques have you undertaken to solve the problem? check
   a. Teacher - child conference _____
   b. Reviewed cumm. folder _____
   c. Previous teacher - teacher conference _____
   d. Teacher - parent conference _____
   e. Positive motivation/reinforcement _____
   f. Testing _____
   g. Class discussion group _____
   h. Other (describe)

   _____

   _____

5. Complete additional comments if necessary _____

   _____

6. Action recommended by teacher counselor/principal:
   a. _____ Referral to teacher study group
   b. _____ Additional Psychological testing
   c. _____ Recommend to parent study group
   d. _____ Other _____

   _____

   _____

This referral has been completed by _____
Teacher

APPENDIX S

LANTANA ELEMENTARY SCHOOL
710 W. Ocean Ave.
Lantana, Fla. 33462

March 2, 1975

Dear Parents:

Do you have to shout to get your child's attention? Do your children seem to bicker constantly? Does your child dislike school? If you answer yes to any of these questions, you are not alone. You are a member of a large group of concerned parents.

And we are concerned here at Lantana Elementary School. We are sincerely seeking ways in which to work more closely with you in helping your children develop into mature, capable, happy adults.

We have planned a general meeting in which we, as interested parents and educators together, can explore ways to help solve our mutual concerns.

Our first meeting will be held March 8th, Tuesday, at 7:30 P.M., in the Lantana Elementary School Cafeteria. Mr. Crawford and Mr. Wenberg will briefly introduce the program. There will be a series of study groups to follow the general meeting. In these groups, we will explore helpful ways of dealing with children. We will welcome and be guided by your suggestions, comments, and help.

Please call 585-6494 if you have any questions.

Sincerely,

Carl G. Crawford

Carl G. Crawford,
Principal

Children's Behavior Probed by Parents

By JOHN PETERSON
Post Staff Writer

LANTANA — What does a parent do when a second grader cuts up the family couch?

Why does a kindergartener sit on the neighbor's water sprinkler?

Parents at Lantana Elementary School are going to school to talk with other parents about their offsprings' disruptive behavior.

The project, a pilot program for the county school system, "has had some instant successes," according to Principal Carl Crawford.

Using Adlerian Scientology, a system developed by pioneer psychologist Albert Adler in 1911, parents form small groups to work out behavior problems.

The system teaches that almost all juvenile behavior is goal oriented. Disruptive behavior is aimed at getting attention, power, revenge or overcoming inadequacy feeling.

Parents identify which goal their child is trying to reach and suggest alternative solutions. After trying them out, they discuss if solutions worked.

One second grader is interrupting his class less now. His parents and teacher found out that baseball was the apparent root of concern. A star hitter, the child was demanding attention, by disrupting class and smashing his brother's toys.

When the parents took away his ball and glove, he took revenge by cutting up the family couch.

Instead of clobbering him, the parents devised a system with the teacher. If he disrupts class nine times in a week, he can't play ball. During the first week, he interrupted eight times.

A Kindergartener was sitting on a lawn sprinkler to gain attention. Now his mother finds a chore for him each day after school and spends time talking to him about it.

Principal Crawford said the program started in January. He hopes that by next school year, upwards of 75 per cent of the parents of the school's 700 students will be in groups.

"We have some commitments from over a hundred now," he said.

Groups are held during the day and in the evening, at the school and at Poinciana Elementary School in Boynton Beach, which is nearby for parents of the school's black students.

Crawford said both black and white parents are reacting the same way to the program.

"Parents are interested in anything that's going to help their children," he said. "You'd be surprized how open they are."

Principal Crawford With Parents

Staff Photos by Ken Steinhoff

Pam Saba at the Meeting

Some Concerned Parents . . .

Merry Scott

Don Wenberg

Dottie Woods

APPENDIX U

Palm Beach County School Counselors Association

PALM BEACH COUNTY, FLORIDA

WILLIAM D. MCCARRON, PRESIDENT
WATKINS MIDDLE SCHOOL

December 15, 1975

Mr. Carl Crawford
Principal
Lantana Elementary School

Dear Mr. Crawford:

I understand Don Wenberg has discussed the workshop which the Palm Beach County School Counselors Association is planning for February 20, 1976 at Palm Beach Junior College.

I would like to invite you to participate in that workshop as outlined on the following agenda.

The work you and Don have been doing has been of special interest to me and I really felt deprived when illness prevented me from attending your presentation to the elementary counselors in October. Many of those who attended have commented about how meaningful your workshop was for them. Hopefully we will be able to combine your program with other experiences for the counselors to provide a worthwhile workshop for them on February 20.

If you have any questions or need further information, please contact Don or me.

Sincerely,

Paula Winker

Paula Winker
Program Chairperson
Addison Mizner School

cc: Don Wenberg

USING THE ADLERIAN MODEL IN COUNSELING AND CONSULTATION

PBCSCA WORKSHOP

8:30 Coffee

9:00 Group I - Basic Adlerian Theory and Application
Billie Jackson - Guidance Consultant
State Department of Education

Group II- Using the Adlerian Model in Parent and Teacher Groups
Don Wenberg and Carl Crawford

10:00 Demonstration of a Typical Group
Don Wenberg and Carl Crawford

Counselors would participate in the group discussing real counselor concerns

10:45 Break

11:00 Small Group Discussions - led by workshop leaders and counselors who have been using the "C" group

Suggested Topics

Parent Groups
Teacher "C" Groups
Teacher Consultation Other Than "C" Groups
Working with the Administration
Affective Education Counseling

12:00 Lunch

1:30 Group I - Using the Adlerian Model in Parent and Teacher Groups (A repeat of the morning presentation)
Don Wenberg and Carl Crawford

Group II - Further developing group leadership skills through practice in small groups
Billie Jackson will serve as consultant to the groups which will be led by counselors who want practical experience in leading a group

2:30 Business Meeting

LINCOLN ELEMENTARY SCHOOL
1100 W. Avenue "N"
RIVIERA BEACH, FLORIDA 33404

R. L. JEMMOTT
PRINCIPAL

TELEPHONE 842-3226

Sept. 18, 1975

9/22/75

Dear Mr. Crawford:

As you know Dr. Dinkmeyer will conduct a Palm Beach County School Counselors Association Workshop on the Adlerian Theory, October 16 and 17 in our county.

It is the general consensus of the group that a mini-workshop should be held to orient the members prior to his arrival.

Because of your close association with him and knowledge of this theory, we are asking you to conduct the workshop for us. This workshop is tentatively scheduled for October 10, 1:30-3:00 p.m., conference room of building 502, School Board Office.

If you can reciprocate please respond on or before Sept. 30th and include a format of the workshop.

Thanks very kindly for your cooperation.

Yours truly,

Edwin Cameron

Edwin Cameron, Chairman
State Counselors

THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA

3323 BELVEDERE ROAD
WEST PALM BEACH, FLORIDA 33402
TELEPHONE 683-0080

DR. JOSEPH M. CARROLL
SUPERINTENDENT
OF SCHOOLS

BERNARD KIMMEL, M.D.
CHAIRMAN
F. THEODORE BROWN
VICE CHAIRMAN
ARTHUR H. BOUGAE
DANIEL W. HENDRIX
C. ERROL HICKS
JOHN T. KIRBY, Ed.D.
ANN B. McKAY

October 3, 1975

MEMORANDUM

TO: Elementary Principals in Schools
Having State Unit Elementary Counselors

Elementary Counselors

FROM: Mr. Edwin E. Cameron, Chairman
State Unit Elementary Counselors

SUBJECT: All Day Workshop on Parent Consultation (Adlerian Approach)

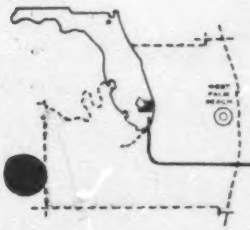
The State Unit Elementary Counselors request your permission to meet all day on Friday, October 10 from 9:00 a.m. to 3:30 p.m. in the second floor meeting room of the First Federal Savings and Loan Association, 301 Southern Boulevard, West Palm Beach.

Mrs. Billie Jackson, State Department of Education Consultant for Elementary Guidance, Mr. Carl G. Crawford, Principal of Lantana Elementary School and Mr. Donald C. Wenberg, Counselor at Lantana Elementary School, will conduct a workshop which outlines the Adlerian approach to providing parent consultation.

Workshop participants are to park in the north parking lot which is parallel to Conniston Avenue or along Conniston Avenue. No parking of workshop participants is permitted by the bank in the south parking lot which is adjacent to the building.

I hope that you will approve the all day workshop for elementary state unit counselors on Friday, October 10.

JAD/cm



THE SCHOOL BOARD
OF PALM BEACH COUNTY, FLORIDA

3323 BELVEDERE ROAD
WEST PALM BEACH, FLORIDA 33402
TELEPHONE 683-0030

DR. JOSEPH M. CARROLL
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October 9, 1975

MEMORANDUM

TO: Mrs. Etta Mae Mosley
Mr. Bill Goode
Mr. Carl Crawford ✓
Dr. Walter Schurman

FROM: John C. Thurber, Director
Department of Professional Staff Development

SUBJECT: Schedule for Voluntary Workshops Using Principals/Assistant Principals as Instructors

1. The first schedule of exchange workshops has been finalized. It is as follows:

LOCATION	DATE	TIME	INSTRUCTOR/LEADER	SUBJECT
Lantana Elem.	Oct. 21	7:50 A.M.	Walter Schurman	Prog. & Product Eval.
Greenacres Elem.	Oct. 23	8:15 A.M.	Carl Crawford	Making The Classroom More Humane
Lantana Jr. High	Oct. 27	2:00 P.M.	Etta Mae Mosley	Peer Tutoring
Meadow Park Elem.	Oct. 28	7:45 A.M.	Bill Goode	Jr. High Reading Improvement

I plan to attend each of these first sessions, and will help with the introductions, if you desire.

2. For the remaining sessions, I suggest the following schedules. Would you please contact each other to determine if the suggested dates and times are agreeable. If not, develop ones that are. When you have firmed up the times and dates for the remaining workshops, please let me know by memo or telephone call (ext. 456). Thank you greatly for your assistance in this matter.

LOCATION	DATE	TIME	INSTRUCTOR/LEADER	SUBJECT
Lantana Jr. High	Nov. 3	2:00 P.M.	Walter Schurman	Prog. & Product Eval.
Meadow Park Elem.	Nov. 4	7:45 A.M.	Carl Crawford	Making The Classroom More Humane
Lantana Elem.	Nov. 5	7:50 A.M.	Bill Goode	Jr. High Reading Improvement
Greenacres Elem.	Nov. 6	8:15 A.M.	Etta Mae Mosley	Peer Tutoring

LOCATION	DATE	TIME	INSTRUCTOR/LEADER	SUBJECT
Lantana Jr. High	Nov. 17	2:00 P.M.	Carl Crawford	Making The Classroom More Humane
Meadow Park Elem.	Nov. 18	7:45 A.M.	Walter Schurman	Prog. & Product Eval.
Lantana Elem.	Nov. 19	7:50 A.M.	Etta Mae Mosley	Peer Tutoring
Greenacres Elem.	Nov. 20	8:15 A.M.	Bill Goode	Jr. High Reading Improvement
Lantana Jr. High	Dec. 1	2:00 P.M.	Bill Goode	Jr. High Reading Improvement
Meadow Park Elem.	Dec. 2	7:45 A.M.	Etta Mae Mosley	Peer Tutoring
Lantana Elem.	Dec. 3	7:50 A.M.	Carl Crawford	Making The Classroom More Humane
Greenacres Elem.	Dec. 4	8:15 A.M.	Walter Schurman	Prog. & Product Eval.

You will notice that the final round-robin puts you in your school with your own faculty. This could be considered an optional session, but might provide you an opportunity to let your group know what you have been doing, and also provide a time for you to get feedback on other sessions from your faculty. You might, however, wish to do these briefing sessions of your own faculty at the beginning.

A more formal evaluation of the program will be done through our office in January of 1976. Please make sure your faculty understands that participation in this program is on a voluntary basis.

Thank you for your splendid cooperation, and I will be waiting to hear from you.

JCT:rsw
cc: Mr. Charles Perry

PALM BEACH GARDENS ELEMENTARY SCHOOL

10060 Riverside Drive
LAKE PARK, FLORIDA 33403

EMERSON K. FIZER,
Principal

August 11, 1975

Mr. Carl Crawford, Principal
Lantana Elementary School
710 W. Ocean Avenue
Lantana, Florida 33462

Dear Carl:

After reading in the newspaper about your program using the Adlerian Theory of Psychology to deal with the disruptive child and after my conversations with you concerning the results you and your faculty obtained with it, I am interested in exploring the feasibility of initiating a similar program in this school.

Would you please present a synopsis to our faculty at a time that would be mutually agreeable? The enthusiam you showed when you talked with me was contagious, and I feel you could really get us interested in further exploration of this subject. If you are willing to do this, please call me so that we can arrange a date.

Sincerely,

Emerson

Emerson K. Fizer

EKF:mns

APPENDIX W

RALPH D. TURLINGTON
COMMISSIONER

STATE OF FLORIDA
DEPARTMENT OF EDUCATION
TALLAHASSEE 32304

November 18, 1975

Mr. Carl G. Crawford
Principal
Lantana Elementary School
710 West Ocean Avenue
Lantana, Florida 33462

Dear Mr. Crawford:

I appreciated so much the use of your film on parent groups for my in-service meeting with counselors in Ocala.

I thought the film was very professionally done and am proud of Lantana Elementary School's endeavor in this area.

Sincerely,

Billie

Billie P. Jackson
Elementary Guidance Consultant
Student Services Section

/bd

APPENDIX X

LACOOCHEE ELEMENTARY SCHOOL

805 Cummer Road
Dade City, Florida 33525

Thomas E. Weightman
County Superintendent

Randall Belcher, Principal
Phone 583-3101

November 25, 1975

Dear Mr. Crawford,

Your counselor's section of the program on parent groups at the recent FPGA Conference was fantastic! The film showed his expertise in the area. I am requesting the handouts and, if possible, a copy of the material used in the transparencies, for use with my groups. Thank you for your help.

Warm Fuzzies to you both!

Sincerely,

Barbara Fite

APPENDIX Y

DePaul UNIVERSITY

SCHOOL OF EDUCATION
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY
AND GUIDANCE AND COUNSELING
2235 NORTH SHEFFIELD AVENUE
CHICAGO, ILLINOIS 60614
321-8110

October 15, 1975

Mr. Carl G. Crawford
1910 Meadow Court
West Palm Beach, Florida 33406

Dear Mr. Crawford:

As per our telephone conversation of Tuesday, October 14, 1975, I am forwarding the enclosed 1976 AGPA Convention program proposal form. Please return it to me by Friday, October 24, 1975 at the address below. Thanks.

William E. Gorman

William E. Gorman
6530 North Algonquin
Chicago, Illinois 60646

WEG:ks
attachment

FAIRVIEW HIGH SCHOOL

APPENDIX Z

WALTER R. SHEFFIELD
Principal
DONALD R. SPENCER
Assistant Principal
ROBERT C. RUDES
Dean of Students
H. HAYS ELLIOTT
Supervisor of
Secondary Education
CHARLES E. KULLIK
Director of Guidance

196

07 WEST 213 STREET • FAIRVIEW PARK, OHIO 44126 • Phone 333-4250

Office of the Principal

8/20/75

August 18, 1975

Carl Crawford
Principal, Lantana Elementary School
710 Ocean Avenue
Lantana, Florida 33460

Dear Carl,

After our two-hour discussion on your program of Dreikurs, I have decided to go to our Superintendent for permission to implement such a program in our four elementary schools in Fairview Park, Ohio.

After reading the newspaper articles and talking to you, I have done my homework and my enthusiasm continues in wanting to try your successful program in our system.

Thank you for taking the time to brief me on your success. I will be in touch.

Respectfully,

H. Hays Elliott

H. HAYS ELLIOTT
Supervisor of
Secondary Education

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